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The Byline Beat

Reports and resolutions! That was the story of the AGM and is the story also of this issue. AGM councillors will at least be able to report accurately which resolutions passed and which were referred to the Executive Council. The president's and general secretary's annual reports are printed in this issue for the information of the membership.

We were asked to publish the report of the Executive Council Committee on the Blackstock Commission which was given to the AGM.

Dr. Marcus Long, of the University of Toronto and ATA guest speaker at the Calgary City and Edmonton City February Conventions, thinks that the only equality of education in our schools should be equality of educational opportunity. The gifted child, he believes, has been short-changed. Lock-step programs perpetuate

(Continued on Page 61)



COVER STORY

Whose faces are these? Well, they could be those of some of Alberta's 9,500 teachers. Teachers and teaching are in the news today. Change is in the air. And Alberta's teachers are more than a little interested in opinions of what schools should do and how they should do it.

THE ATA MAGAZINE

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FACTS ARE VITAL

The current controversy about what our schools are doing and how well they are doing it is bound to be confusing. Some say that everything is wrong with our system of education in Canada, and others say that everything or almost everything about the present system is fine. The question is, who is right.

Critics generally charge that our schools don't produce people who can read, write, and figure as well as they used to. They may go on to say that discipline has disappeared, that the curriculum has been 'watered down' in essentials and flooded with frills. Others argue that our schools provide better instruction than ever before.

Facts needed, not opinions

Now this sort of thing accomplishes little more than to stir up an argument. The public is only too familiar with people who say that our schools are bad and others who say that they are good. Newspapers and periodicals are filled with charges and counter-charges, and the radio and television add to the din with the voicing of opinions which become a little more heated and perhaps progressively less illuminating as the debate rages on.

What the public needs, and desperately, is much, much less opinion and much, much more fact. For it would be the greatest tragedy of modern times if we based decision for change on anything less than a complete examination of fact altogether separated from opinion. But getting facts is a laborious and tedious business.

Student achievement, 1943-1948

Some years ago, the Alberta Teachers' Association commissioned the late Dr. Sansom to undertake a six-year testing program on students entering Grade X in this province. The purpose of the testing program

was to attempt to determine whether the competency of students entering Grade X was improving or declining. Identical tests were given to a large sampling of Grade X students during the period from 1943 through 1948 in vocabulary, English usage, science, and social studies.

In 1950, in the June issue of *The ATA Magazine*, Dr. Sansom reported that the most impressive conclusion resulting from the study was that the general trend in preparation of students entering high school was upward. It seems to us that this sort of search for objective evidence is what we need before we can judge properly the adequacy of the program in our schools. Dr. Sansom's study, despite its limitations, ought to make us a little doubtful about accepting at face value opinion unsupported by fact concerning the achievement of students in our schools. So let's have an end to guessing games, however much in vogue they may be.

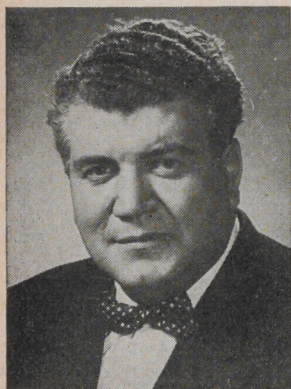
Balanced program needed

The real danger of irresponsible criticism of our schools is that the public may be stampeded into accepting opinion as fact; thus a vocal and powerful special interest group might be successful in foisting on the public a narrow and prescriptive academic type program for all students, when research would probably indicate that a diversified curriculum will more adequately meet the needs of the bulk of our students. In these times, we must be especially careful, because there are those who would slant the whole emphasis of our curriculum to natural sciences in order to produce large numbers of persons who would be qualified technicians if little else.

Society will always expect many things of education. Indeed, there may be reason to observe that society may be expecting too much. Nevertheless, if the schools are to meet in any degree various demands that are made of them, it is certain that no narrow curriculum can guarantee the realization of all objectives. The answer will be difficult, but not impossible, to find.

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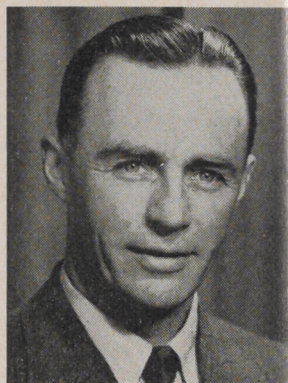
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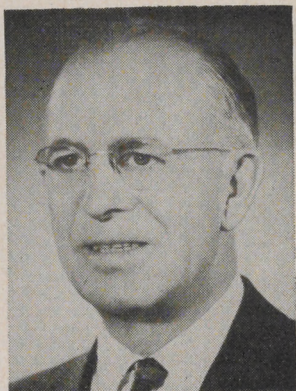
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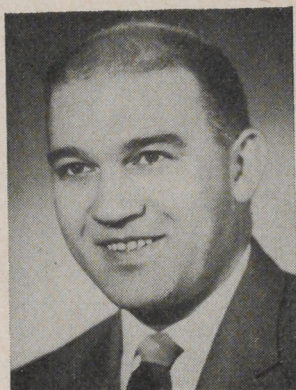
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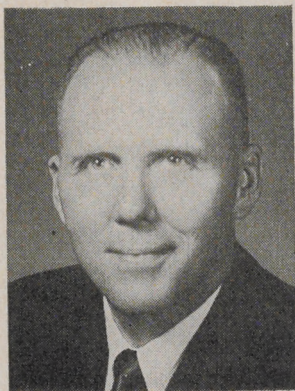


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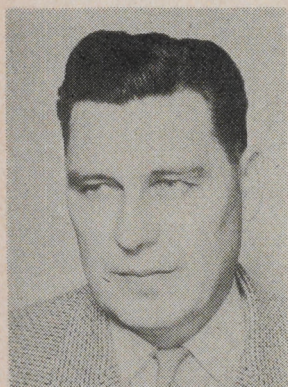


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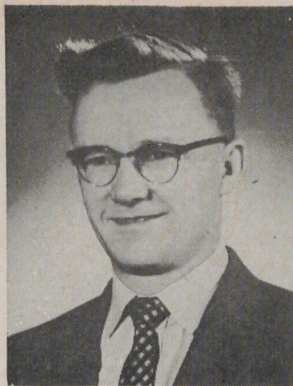
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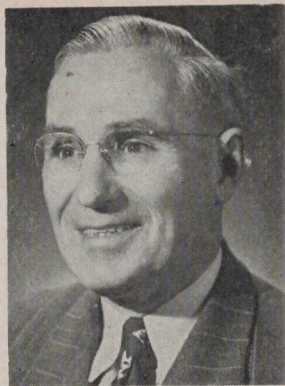
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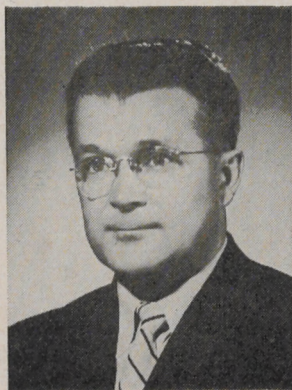
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Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1958**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1958** (see 9[f]). The application forms may be obtained from Barnett House, 9929-103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Geophysical Scholarships

Nine academic scholarships of a value of \$350 each in geophysics and related subjects, sponsored by the Canadian Society of Exploration Geophysicists, are available at the University of Alberta (three), the University of Saskatchewan (two), the University of Western Ontario (two), the University of British Columbia, and Queen's University. Eligibility requirements for these 1958-59 scholarships range from first-year students majoring in education to second-year students majoring in science or geophysics. Interested persons attending or planning to attend one of these universities may obtain further information by

contacting the registrar of the university concerned direct.

In addition, twenty scholarships in geophysics are administered by the Society of Exploration Geophysicists of Tulsa, Oklahoma. Most of these carry an annual stipend of \$750 a year or more and are available to students planning to attend Canadian as well as American universities and who intend to pursue a course in geophysics or related sciences. Interested students should write as soon as possible for information and application forms to the Scholarship Committee, Society of Exploration Geophysicists, Box 1536, Tulsa, Oklahoma.

Aiming

Does the democratic concept of equality mean for our schools that all children should get the same education? Long thinks that because students' capacity for learning varies, our schools should offer as far as possible to each student the opportunity to be educated to the limit of his ability.

THE Russians and Americans, in aiming for the moon, have broken into outer space. In doing so, they have opened up new vistas of adventure. Precisely what these new efforts will mean for mankind is by no means clear. It seems unlikely that the moon will pay any dividends comparable to those of the continent discovered by Christopher Columbus. You will recall, however, that the King of France expected little from what we now call Canada.

At least, it brings us into a new world. The ability to penetrate into outer space

is sufficient proof that the push-button stage of war is here, that man has invented the means of his own destruction.

It is natural for us to think first of the drastic consequences implicit in the new achievements of human genius. Yet, in these new achievements, there are promises as well as threats. The scientific and engineering discoveries embodied in the hydrogen bomb are our guarantee that new sources of energy are available which can be used for the benefit of man. The researches of the British seem to be the most promising. They have taken

for the Moon

MARCUS LONG

the initial steps in harnessing the latent power of the hydrogen atom. If they can tame it completely, as now seems certain, what are the limits to the accomplishments of man? It is well to remember that, until these new discoveries were made, fuels were a rapidly diminishing resource. We have been living too well on the coal, oil, and gas available. If the present rate of consumption continues, and there is no reason to assume it will lessen, Canadians a hundred years from now will have little left.

The future of man, therefore, is wrapped up in the atom. This small particle, it seems, contains the possibilities of enrichening humanity beyond our wildest dreams or of destroying it. Never was so much wrapped up in such a small package.

The tragedy is that the hydrogen atom is completely neutral. So far as the atom is concerned, the issue of its fusion is without direction or purpose. It can build up or destroy indifferently. The direction of its activities rests in the hands of men. If men continue to act as they do now, it requires no great prophetic capacity to foresee the worst. Unless our children or our grandchildren develop new attitudes and insights, the great adventure of humanity will perish by the product of its own genius.

There is, of course, no proof that the continued existence of man is either necessary or desirable. Yet man, with all his defects, has accomplished more that is worthwhile than all other animals, and there is even more left for him to accomplish. And it is, therefore, no longer sufficient to train children to conform to the present or the past: we must train them to meet the future.

This means a new emphasis on science. We need more adequate instruction in science at all levels of schooling. We must also find incentives that will make interesting subject-matter that is too often avoided because of its difficulties or boredom. Above all, we must try to prevent those who have talent for science and associated disciplines from being detoured into paths requiring less effort while offering greater or more immediate financial rewards. Even more, we must somehow develop in our children a greater awareness of the real issues in our world and a greater capacity to grapple with problems in human relations.

The tiny hydrogen atom has in it the capacity to wipe all life from the face of the earth. The responsibility for its use or abuse rests on men. It is not possible to spell out in detail what this involves. It may involve little more than bringing into actual practice the ideals we, as heirs of the Christian tradition, have so long honoured with the lips and so often dishonoured in practice. Whatever form it takes, the responsibility cannot be shirked.

It is interesting for the historian of

ideas to notice how men try to free themselves from responsibility for the course of events. Traditional religions find an explanation for the devious twistings of history in the inscrutable workings of Providence. Occasionally, a rebel, like one of the Psalmists, complains that the pattern does not seem to be quite just, since the open sinner often gets a better deal than the obvious saint. Such protests are silenced by the assurance that "all things work together for good to them that love God." This philosophy is capsuled in the slogan that, while man proposes, God disposes, with the implicit assurance that all actions or events, no matter how unjust they may seem, are part of the directed movement to "that far-off divine event toward which creation moves."

In the nineteenth century, Nietzsche heralded the new age with assurance that God is dead. Through the claims of materialism, bolstered by the Darwinian theory of evolution, new ideas were released. It is interesting to note that for many, such as Herbert Spencer and Karl Marx, the new approach made little difference to their hope. They merely transferred their hope from the God whose death had been proclaimed by Nietzsche to Nature whose right to pre-dominance seemed indisputable.

Herbert Spencer, taking as the plan of nature a movement from simple to complex forms, looked forward confidently to the universal acceptance of democracy, for democracy carried the seal of nature's approval as the most complicated form of political organization ever devised. Karl Marx was as optimistic about the future as Spencer, although he read the program notes differently. He found the secrets of nature in dialectical materialism, the assurance that, after bitterness and strife, man would find a classless society, a society with, strangely enough, all the characteristics of the Hebrew prophet's dream of the Kingdom of God. Of course, in the dream of Marx, God, suspected of enmity towards the working class, could not be admitted!

It is not for me, at this time, to assess the pros and cons of this debate. I have

introduced it as a background to demonstrate the desperateness of man's contemporary state. Man can no longer place the responsibility for his earthly condition or earthly future on either God or nature. His control of the hydrogen atom has made him the master of his own fate. This is the great truth that confronts us. It is, if you will pardon me for saying so, a reliving of the allegory of the Garden of Eden.

There is another truth. If our children act as we do, there is no hope for humanity. If our children turn out to be carbon copies of us, they will not live to regret it; they will destroy themselves.

Consider only one or two facts. Canada and the United States have been quarrelling recently about the disposal of wheat. Both countries have more wheat than they can use or sell. The governments of both countries are unhappy about that situation but neither one can think up a solution that will not hurt the other or, what may be more important, will not alienate the vote of farmers and threaten their political prospects.

A surplus of food would, under sensible conditions, be a very good thing. Unfortunately, while our farmers have to think up new ways of storing the grain they cannot sell, two-thirds of the world's population cannot get enough to eat. The Canadian farmer's cry of protest to his government is echoed elsewhere in the world by the anguished plea of a child who is hungry. If it were not so serious, there would be something laughable in the concentration of our skills and money in a race to place a rocket on the moon while we cannot place a piece of bread in the hands of a hungry child.

This situation is certain to get worse. The present population of the world is about 2,600,000,000 people. It is estimated by officials of the World Health Organization that the world's population will be doubled in 42 years and that the population of 42 years from now will double in approximately the same time. Even a philosopher can work out that problem in arithmetic! In approximately 84 years

the population of the earth could be more than ten billions. And some of the children you are teaching now may live to see that situation.

Now comes the rub. Experts in agriculture have been examining the prospects of providing food for the future population. The most optimistic estimate, based on known resources and assuming the full use of present techniques, is that we can provide enough food for seven billion people. In 84 years we could have a population of over ten billion people with only enough food to satisfy the needs of seven billion. The present condition of children of Southeast Asia ought to give us an insight into what may be awaiting our children's children.

There are, of course, two possible answers. The first is to find new methods of increasing the food supply. It would be absurd to say this is impossible. That was the mistake of Malthus. Science has a pleasant habit of doing the impossible. Science can provide more food. But science is a mythical thing, a spirit without body unless there are scientists. And there will not, and there cannot, be scientists, unless school teachers interest children of talent in such matters and impart to them the needed information and techniques.

The second solution is, perhaps, outside the sphere of the teacher. Maybe not. Somehow we must persuade the people of the world to restrict their procreative proclivities. There has to be a stop somewhere. In 84 years the population of the world can be 10,400,000,000; in 126 years it can be 20,800,000,000; in 168 years it can be 41,600,000,000. I need not go on.

Brock Chisholm, in his recent book entitled *Prescription for Survival*, has suggested there is no hope for man unless we can teach our children to go beyond themselves. He cites, as one of many practical examples, the need to teach them to accept a lower standard of living so that the food resources presently available may be more equably distributed. That, in itself, is a formidable task. He also urges us to teach them to think beyond national boundaries

since, in the world of tomorrow, nationalism will be as dangerous and outmoded as parochialism is now.

This blunt statement of the case underlines the difficulty of our task. The teacher, like the scientist, is called on to do the impossible. I hope you will, like the scientist, treat this as a challenge and not as an alibi.

Our personalities have been built, as Bergson suggested, in circles. We begin in the circle of the family, find our place in the community, mature into the circle of the nation, and may learn to identify ourselves with mankind. Each circle represents for us a differing degree of loyalty. Blood runs thicker than water and most children will defend their family against accusations or attacks from the community. Loyalty to the community or region takes precedence over loyalty to the nation. It follows, as the night the day, that national loyalties have precedence over international considerations. The interests of one's own nation apparently must not be sacrificed for the interests of others.

The inescapable facts are not a result of accident or demonic contrivance; they have their roots in the educational system. Parents and teachers, to select only two of the educators, are responsible.

If my thesis is correct, we need a revolution in education, a revolution that will give international interests a greater share of loyalty. We need to produce a generation of children who will take as their community the entire world. This may sound like utter nonsense. Ideals which cannot be realized are as hopeless as Hollywood marriages. And yet, mankind has made progress against terrible odds. In this case, the price of failure is almost too much to contemplate.

In our contemporary world, the nations of NATO are in a comparable position to the city-states of Greece. Each carries on in its own independent way while soft-pedalling differences in the face of a common threat. NATO was born out of common danger, not out of common interests. That is why the idealistic Canadian hope, expressed in Article Two

of its charter, calling for greater political and economic unity, has not yet amounted to anything.

One of the reasons for the failure of NATO is that France placed the national need for troops in Indo-China and North Africa above the need for maintaining a military strength sufficient to counter aggression. Obviously, there are very good arguments to support the position of France, just as there are good arguments to support the actions of the fanatic fringe of white people in Little Rock, Arkansas, or any form of blind regionalism. The difficulty is that the arguments cannot be made compatible with the urgencies of contemporary reality.

The hydrogen bomb, if it is released, will solve the Algerian and the Little Rock questions as it will settle all questions. Situations like Algeria and Little Rock may even turn out to be reasons for releasing the hydrogen bomb. The attitudes which make the Algerian and the Little Rock situations possible are the attitudes which may lead to the destruction of the human race.

To try to do something about changing these attitudes seems to be attempting the apparently impossible. But the history of science is the story of the accomplishment of the impossible. Unless the schools can change the attitudes of the new generation, all our hopes will be dissolved in atomic dust.

And while France did not live up to its obligations, fourteen other nations, including Canada and the United States, did. This was a remarkable achievement. The differences between Sparta and Athens were as nothing compared to the differences between the United States, Portugal, and Turkey, to mention only three members of NATO. Yet these nations, under the pressure of a common danger, rose to the challenge. If the danger had been more real France also would have fitted into the scheme.

An educated person, as I understand the term, is a person who can escape the imprisoning influence of his own personal interests, of his regional or community interests, and even his nation's interests,

to identify himself with the interests of humanity. And he does so without losing fervour for his personal and local loyalties. That is the paradox. A person cannot be a good Canadian if he respects no part of Canada. A person cannot be a good world citizen who cannot love his own country. On the other hand, he cannot show an educated interest in his most local interests unless he has gone beyond them to understand the meaning of the world community.

In the ruins of the great cities of Europe in 1945 it was possible to regret the Second World War and to vow to take steps to make future wars impossible. In the ruins of the atomic age there can be only silence. There will not be a second chance for progress to wisdom or a return to folly.

We can find the answer to our pressing international problems by a serious determination to meet the objectives presently established for our schools. This, of course, only applies over the area where the main objective of the schools is taken to be the development of educated and intelligent persons.

Dewey held that students must be trained to develop the type of creative intellect necessary to constantly re-examine the values of society. Dewey and his progressive educational philosophy may not be the best guide for this job, but it is certain that his concept that values change as society develops is correct.

This school is, of course, not the only educational agency. Society, in its widest sense, is often a very much more effective educational agency than the school. No one can question the importance of the home. These are the main sources of the narrowness and prejudices which are frightening in their implications. Society and the home are too often at loggerheads with the school particularly on the question of values. If we could get more sympathy and more cooperation from society and the home in preparing young people to meet the challenges of the future, our task would be greatly simplified. Our failure to achieve our objectives is too often due to wrong

attitudes on the part of able children, wrong attitudes engendered by the values and attitudes of parents and companions.

A matter that ought to concern our society is that half of our gifted young people are not going on to the training they should have, and no one seems to care. There are some who claim we would be untrue to our democratic principles if we segregated or gave differing challenges to different students. The view that democracy involves complete equality between persons or citizens is as old as Greek philosophy. Socrates was put to death as an atheist and corrupter of youth for suggesting that the rule of law and justice is not necessarily the same as a majority vote. Plato expressed his reaction to the execution of Socrates in one of the most biting criticisms of mass democracy ever written.

It is true that the American and French revolutions were fought in the name of equality, a view summed up in the dramatic words of the American Declaration of Independence that "All men have been created equal." Unfortunately, attempts to describe this equality have usually ended with nothing more than the equality of opportunity.

If we take this far-from-clear limitation as valid, our difficulties are ended and our way is clear. We can start with the obvious fact that, so far as natural capacity is concerned, people are not equal. On this there should be no disagreement. The ideal of the schools should be to offer as far as possible the opportunity for every child to become as fully educated as possible.

Strangely enough, the gravest failure to deal with this equality in the school system has been with our best students. We have denied them the opportunity to develop their talents to the fullest. Our pace has been set by the mediocre and on the stupid assumption that mediocrity is the highest excellence of democracy.

The tide has now turned. Individual differences are not so shocking to the public. Attempts to meet the challenge of differing capacities in the school system should be easier to justify. Yesterday, society wanted us to slow the de-

velopment of the gifted to the pace of the ungifted. Today, scared silly by Sputnik, society wants us to raise the pace of the slow to the pace of the potential genius.

This is no time for panic or hysteria. Let us stick to our objectives which can be easily adjusted to new demands. Let it be the slogan of our schools that each child will, so far as possible, be given an opportunity to develop his capacities to the fullest extent and let us give meaning to that lofty sentiment by making sure the gifted child has equal chance.

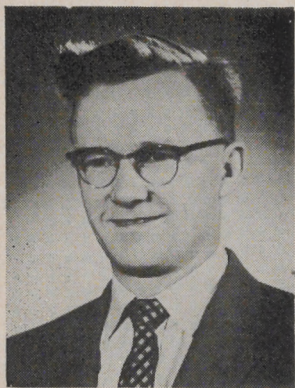
The critics of contemporary education want to progress by retreating. The difficulty is that they will not retreat far enough. Otherwise, we might introduce them to Plato who lived 2,300 years ago. Plato recognized that all children are not born equal. As a result he provided three levels of education for the children of citizens. At the first level, all children were given an opportunity lest any talent should be lost. Further opportunities were provided at the second level. Only those with demonstrated ability were given the privilege of the third level, the privilege of becoming political leaders. We would not organize our modern school or social system on the pattern of Plato but we can profit from some of his suggestions. It is no more necessary to swallow all of the past than it is to reject it completely.

It follows, therefore, that every child should have an equal opportunity to develop his talents. This I understand to be the prevailing philosophy in our society. It is also evident that those who give evidence of superior ability should be given superior challenges and opportunity for full development, else society will perish.

Free society is the greatest achievement of history. It has not been the product of natural forces: it has been the production of courageous men. It has no guarantee of permanence: the events of our century are a sufficient proof. Its greatest hope must rest on men who think.

Obviously, the future of the free world rests heavily on the conscience of all of

Appointed



J. D. McFETRIDGE

The Executive Council of the Alberta Teachers' Association takes pleasure in announcing the appointment of J. D. McFetridge of Castor as executive assistant on the staff of head office. He will commence duties in August.

Mr. McFetridge is at present principal of the Castor School in the Castor School Division. He is a native of Consort, where he received his elementary and high school education. He graduated from the Edmonton Normal School in 1941, after which he served in the Royal Canadian Air Force for four years. In 1947, he received his bachelor of educa-

tion degree from the University of Alberta and in 1951, the degree of master of education. Mr. McFetridge was for two years principal of the Grimshaw School in the Peace River School Division, and has been in the Castor School since 1950.

He is completing his second term as district representative for Central Eastern Alberta on the Executive Council and is a member of the Resolutions Committee. He also serves as an economic consultant for the Association. Prior to election to the Executive Council in 1957, he was president of Central East Zone Council, served as an officer of sublocal and local executives, and was councillor for the Castor Local to six Annual General Meetings. Mr. McFetridge has been continuously a member of the economic committee of the Castor Local and on a number of occasions chairman of the salary negotiating committee. He has been a delegate to the Banff ATA Conference and attended the Banff Economic Seminar in 1956 and 1957.

In his own community, Mr. McFetridge has been president of the local branch of the Canadian Legion, has directed the Castor High School Chorus, and has participated in other musical events.

Mr. and Mrs. McFetridge and three sons will take up residence in Edmonton during July.

us. We want to preserve what so many of our ancestors have bought with their sufferings and their blood.

The hydrogen atom is neutral. The fate of mankind will be determined by men. Some of the men who will determine it may well be in your classroom. At least,

you ought to teach as if they are. Seek, therefore, to develop the creative intelligence that is indebted to the past but is not chained to it. If, and only if, you do this can we have any confidence in the future of mankind, can we preserve or restore free society for free men.

The Blackstock Commission Report

The report of the Blackstock Commission which was tabled in the legislature during the current session has received careful consideration by a committee of the Executive Council of the Alberta Teachers' Association. As a result of the study, the president of the Association, Mrs. Inez K. Castleton, made a public statement, outlining our reaction to the Commission's report, on March 3.

This Association regrets that the Blackstock Commission through the medium of its formal report saw fit to continue its attack upon the teachers of Alberta and their advisers. In an apparent attempt to justify the extraordinary conduct of its own proceedings, teachers are again accused of treachery and blackmail and are represented as a selfish group whose activities must be rigidly controlled. The teachers of Alberta categorically deny the charges and the innuendoes to which so much of the report is so largely devoted.

The recommendations themselves come as no great surprise to those who had early considered the result a foregone conclusion. Unlike natural gas resources and the price of milk, matters of education cannot and will never be regulated by an all-powerful board that acts as judge, jury, and final court of appeal. Totalitarian expedients, deceptively simple on the surface, initiated at the cost of ordinary democratic processes and sweeping aside local autonomy, have never yet found favor in the Western World.

The Association commends the Minister of Education for his statement that there will be no legislation respecting the Blackstock Commission report at this session, if at all.

The report itself consists of 135 pages. Significant sections include one devoted to the Alberta Teachers' Association, one devoted to the evidence obtained by the Commission, and one devoted to conclusions and recommendations.

The section devoted to the Alberta Teachers' Association denounces the Association for withdrawing from the hearings, although it seems perfectly obvious that subsequent events have proved that the Association made the correct and the proper decision.

From page 11 to page 111, the report reviews the evidence in general. Our study indicates that the selection of evidence culled from 778 pages of transcript and many hundreds of pages of written evidence is a very careful one indeed. Generally speaking, the evidence of witnesses favorable to the cause of the Alberta School Trustees' Association, whether that evidence is fact, opinion, or comment, is accepted at face value, while evidence detrimental to the case of the ASTA is either omitted altogether or dismissed as being inconsequential.

Pages 111 to 116 contain what appears to be a general appreciation by the Commission of the evidence that had been tendered, and refers to the Alberta Teachers' Association on several occasions, the most important reference being found on page 114.

Your commission does not wish to be dogmatic, but throughout the evidence it would appear that the Alberta Teachers' Association exercises a dominating influence over salary negotiations to the discomfiture of school trustees. The strength of the Alberta Teachers' Association and its ability to provide skilled, highly-trained negotiators afford striking advantages to that body in negotiations and with that

there are corresponding disadvantages to trustees.

We do not for a moment believe the comment was intended as a compliment to the Association, but we are prepared to take it and accept it as such.

An all-powerful tribunal

The recommendations are found on pages 116 to 135 of the report. These recommendations may be summarized as follows.

- The establishment of a basic salary schedule to govern all public and separate school teachers.
- Provision for a series of regional differentials which would be decided by the tribunal and would take into account such matters as living and cost-of-living conditions, isolation, lack of roads and railways, lack of social and cultural advantages, lack of medical and hospital services, and other similar and relevant factors.
- Establishment of additional allowances above the basic salary schedule for junior and senior high school teachers.
- Creation of an all-powerful three-man tribunal to have ultimate jurisdiction over all matters relating to teachers' salaries. One member would be designated as full-time permanent chairman.

The basic salary scale would take into account qualifications and teaching experience. The Commission recommends however that no allowance be made for partial university education nor for incomplete years of teaching experience. Additional allowances would be provided for administration, supervision, and other responsibilities. The report uses almost three pages to justify its recommendation of positional salary allowances.

Some concept of the sweeping powers to be vested in the tribunal may be had when it is noted that it would have complete jurisdiction over all matters relating to teachers' salaries. Outside of the provision of a one-month period during which the ASTA and the ATA would be permitted to attempt to reach agreement

on the basic scale, the tribunal would have sole and final authority to decide what the scale should be. In addition, the tribunal would have the authority, in its discretion, to revise the scale upward or downward at any time between the periodic revisions.

It appears to be assumed that all salary scales lower than the uniform scale would be immediately raised, but the report contains no factual foundation for this assumption. On the other hand, all higher scales would be maintained, at the tribunal's discretion, but always subject to the possibility of reduction to the uniform scale at whatever time the tribunal decides.

No supporting evidence

While the report implies that a uniform scale will increase teachers' salaries, no evidence whatever is revealed to support this conclusion. The report states that the establishment of a uniform salary scale will increase the supply of teachers, because the Commission concludes that many persons are now reluctant to enter the teaching profession because of the wide divergencies in existing schedules. The Commission goes on to enumerate a variety of other considerations which, in its view, justify the proposition that a uniform scale would increase the supply of teachers. However, a close examination of the 135 pages of the report fails to reveal even a sentence of supporting evidence.

The Commission expresses the opinion that the introduction of the proposed salary scale is bound to improve teacher morale. It bases this conclusion solely upon the views and attitudes of persons other than teachers.

Reasons for opposition

The position of the Alberta Teachers' Association with respect to the establishment of a uniform salary scale for teachers is clear to the extent that the public knows of our opposition. However, because the Association withdrew from the Commission's hearings, it was not possible to make public the reasons for our opposition before the Commission's

report was released. Notwithstanding that the report now appears to be a dead issue, it would seem desirable, as a matter of record, to make abundantly plain the reasons for the Association's adamant and continuing opposition to the principle of a uniform salary scale for teachers.

These reasons are—

- An inviolate principle of collective bargaining is that the employer and his employees should negotiate the terms and conditions under which service shall be performed.
- To establish a uniform salary scale for teachers would, in effect, 'socialize' Alberta teachers. There can be no justification for the nationalization of one group of society. For a government board to fix salaries of a particular group without at the same time controlling the income of the rest of society is obvious discrimination. This, of course, does not touch on the very important fact that any attempt to control wages and salaries without at the same time controlling prices is doomed to failure.
- The complete control of teachers' salaries by a government-appointed tribunal must inevitably result in political control. It is scarcely conceivable that such a tribunal would be handed absolute authority to raise teachers' salaries unless the government agreed to provide the additional money.
- History shows us that government control of teachers and teaching can with disturbing regularity lead to interference with intellectual freedom. The spectacle of what happened in Nazi Germany, in Fascist Italy, and in Communist Russia shows clearly that government control can easily reduce teachers to instruments for peculiar political ideologies.
- Every proposal advanced by the ASTA executive for changes in collective bargaining rights for teachers has been aimed at reducing the effectiveness of teachers in the bargaining situation. The ASTA advocacy before the Commission maintained, out of

This is the text of a report presented to the 1958 AGM by F. J. C. Seymour, assistant general secretary. The report was prepared under the direction of the Executive Council Committee which has been responsible for matters relating to the Blackstock Commission.

one side of its mouth, that it did not seek to remove rights of teachers to collective bargaining, and out of the other side, pressed for basically the same set-up as is recommended by the Commission. We are, however, glad to be able to state that the views of the ASTA executive expressed before the Commission are by no means the views of many school boards and trustees who have displayed by their actions a belief in the principles of collective bargaining.

- The ATA has opposed in principle the idea of more and more centralized control by the government. Under the Blackstock proposals, school boards would be reduced to little more than caretaker committees, deprived of the right to increase teachers' salaries and consequently denied the right to attract the quality of instructional staff the board desires.
- The present system of collective bargaining between school boards and teachers permits experimentation in the matter of determining the various factors of a salary schedule and the various personnel policy benefits that go to make up a complete agreement. The better agreements that exist today are tributes to progressive school boards and teachers' negotiating committees. The flexibility of the present procedure would, of course, be completely lost in the rigidity and the compulsion characteristic of the procedure advocated by the Blackstock Commission.
- Compulsory arbitration is nothing more than a totalitarian expedient.

It mocks collective bargaining, for either or both of the parties can pretend to bargain in good faith knowing that at the end of the road there will be a final and binding decision. It is utterly inconceivable that teachers who are the custodians of our culture would for a moment permit this imposition of dictatorship.

- Uniform salary scales as we know them are more productive of mediocrity than anything else. The Burnham scale of which we have some passing knowledge recently provided British teachers with an average increase of £50. This was the first increase in three years—an average of about £17 per year over the period. The so-called provincial salary scale in Nova Scotia, which was more properly a minimum scale, swiftly became the scale, and because of its complete inadequacy created so much unrest among teachers that the government in the fall of 1957 abandoned it in favor of local bargaining procedures.
- The disparity existing in salary scales throughout the province is a normal state of affairs. Our economy is such that economic variations are bound to exist depending on the wealth of communities. Teachers have never ceased to urge that the provincial government's responsibility is to pro-

vide financial support for a basic education program, leaving the nature and extent of more elaborate programs to the local authority.

- In the many discussions which the Alberta Teachers' Association has had over the years with trustees and government officials, it has become apparent that neither the trustees nor the government have assumed that a uniform scale would be at least equal to the best scale current in the province. For some time it has been obvious that the proponents of the uniform salary scale have hoped that such would help to hold the line on increases in teachers' salaries.

From what has been said it may be confidently assumed that the Blackstock report henceforth will gather the usual toll of dust in government archives and will not likely again see the light of day. There does not appear therefore any need to say anything further regarding it. However, there should be no doubt in the mind of anyone who endeavors to resurrect it that the Alberta Teachers' Association will be firmly united in opposition to the concept of a uniform salary scale. The undivided strength of Alberta's 9,500 teachers will always be vigilant in guarding their rights as citizens.

Professional Assistance

The Alberta Teachers' Association Professional Assistance Program has been established to provide interest free loans to teachers wishing to continue their professional education through study at a winter session in the Faculty of Education, University of Alberta. Loans are insured at the cost of the borrower against death and disability. Repayment must be commenced at the beginning of the first year after which the loan was

granted. At least \$200 must be paid during the first year and the balance within the next year.

Applications should be received before May 15 of any year and must be accompanied by a statement of professional education. Complete regulations and prescribed forms for application are available from the general secretary-treasurer of The Alberta Teachers' Association.

Annual Report of the President

It has been an honour to serve as president of The Alberta Teachers' Association during the past year. I wish to express my appreciation to the members of the Executive Council and to our executive staff officers for their cooperation and assistance.

I have represented the Association at meetings, conferences and conventions from Ottawa to Vancouver and from Morinville and Edmonton in the north to Medicine Hat and Lethbridge in the south. As a result of my travels on your behalf I am convinced that we are one of the best teacher organizations in Canada. It is imperative we maintain a well-informed, closely-knit association, for in union there is strength.

During my term as president, we have been faced with two Royal Commissions, a strike at Normandy involving some 23 teachers, acting as host province for the CTF Annual Meeting, preparing for and attending the first Canadian Conference on Education in Ottawa, in addition to the usual work of the year.

Royal Commissions

The Blackstock Commission has cost the Association considerable time and money, but it did achieve one thing, and that was the display of solidarity in the ranks of our teachers and a growing appreciation of the dangers confronting us. The 135-page report seems to be definitely slanted against the Association and its proposals are totally unacceptable.

It was gratifying to read the editorials in the daily papers and to appreciate that they also regard the Commission's proposals in the same light as ourselves. The Alberta Federation of Labour also rendered excellent support and made its views known to the government. Accord-

ing to reports the government has no intention of implementing the recommendations of the Commission immediately and possibly no action will be taken.

The preparation of a brief for the Cameron Commission is progressing. It is our hope a thorough investigation of education entailing considerable research will be undertaken. Only after such a survey has been completed will we have bench marks established and have something definite with which to compare our progress in the future besides the old overworked standard of "when I went to school". We have pledged our cooperation and assistance in this all-important investigation to both the Commission and to the Executive Council of the Government of the Province of Alberta.

Relationship with ASTA

At the request of the Alberta School Trustees' Association one informal meeting of representatives of the ASTA and the ATA has been held. While we differ decidedly on such topics as collective bargaining and tenure regulations, there are a number of other matters on which the two associations could work in close harmony for the welfare of education. I sincerely believe this is the wish of a number of executive members of the ASTA.

Public relations

We have yet to develop a good public relations program. We had hoped to initiate an experimental program in a few interested locals with the view that, if it proved a success, it would be expanded. However, due to the pressure of work in preparing for the Cameron Commission, at this, one of our busiest

times of the year, this plan had to be delayed temporarily. I feel it is necessary to start our public relations work at the grass roots level between teachers and their own communities, and the earlier we can realize this the better. This is an important field and has already remained undeveloped for too long a time. In this day and age you must keep your public informed and also remain in close touch with public opinion. Education has the searchlight of publicity focused upon it and must use all resources to educate both the public and the people within its own ranks.

Widening horizons

During the past year there have been many changes on our executive. With the completion of the by-election on February 27 we again have a complete executive for the first time since last June.

A number of extra meetings of the Executive Council have been held this year. With our ever-increasing membership, and a widening field of endeavor,

the work is ever-growing. Revision of existing policy, salary handbook and policy handbook, hospitalization scheme, assistance to members re transfer, and termination of engagement, investigation of discipline cases, public relations, investigations as directed by Annual General Meeting resolutions, pensions, to name only a few, require a great deal of time. We must look ahead and visualize our needs. Additional executive officers and additional space are a necessity. Acquiring increased efficient personnel should be no problem, but the question of more space requires careful consideration. Should we take over the second story, build additional stories or consider a new building with adequate facilities for some time to come and with available parking space? The latter idea could only be considered if our present building could be sold profitably. I believe the latter idea merits a thorough investigation.

Respectfully submitted.

INEZ K. CASTLETON

AGM Notes

- ✓ 218 councillors received 21 reports and discussed 83 resolutions during the three days
- ✓ president Inez Castleton did the 'iron-man' routine, chairing all general sessions of the AGM
- ✓ vice-president Staples had little chance to rest as chairman of both the resolutions and finance committees
- ✓ pensions, the report of the curriculum committee, and changes in the fee structure seemed to spark the more lively parts of the sessions
- ✓ the public address system had its ups and downs
- ✓ the coverage by Calgary newspapers, radio, and TV was excellent

Alberta Teachers' Association

Scholarships

The Alberta Teachers' Association offers eleven annual scholarships in the amount of \$500 each.

- Three are offered to students who have completed the bachelor of education degree and are proceeding to postgraduate work.
- Four are offered to intramural students proceeding from the third to the fourth year of the bachelor of education program in the University of Alberta.
- Four are offered to teachers in the field, who hold a permanent Alberta teaching certificate, who have completed three years of teacher education, and who are returning to the University of Alberta to complete their bachelor of education program intramurally.

Complete regulations and prescribed forms are available from The Alberta Teachers' Association.

Application forms must be received by the general secretary-treasurer of The Alberta Teachers' Association prior to May 15 each year.

Annual Report of the General Secretary

As general secretary, I respectfully submit the following report to the forty-first Annual General Meeting of The Alberta Teachers' Association.

1. Membership

The number of teachers registered as members of the Association on March 1, 1948, March 1, 1957, and on March 1, 1958, is—

	1948	1957	1958
Life Members	112	330	364
Faculty of Education			
Edmonton		492	570
Calgary		235	244
Optional Members			
Faculty of Education	686	16	21
Correspondence			
School Branch	91	50	49
Others	14	4	1
Employed by			
School Boards	5,592	8,781	9,455
Total	6,495	9,908	10,704

2. Organization

The Alberta Teachers' Association has 70 local associations and approximately 151 sublocals. Several of the locals have study groups and education committees studying curriculum.

Local associations are represented by 230 councillors at the Annual General Meeting.

Ten districts elect representatives to the Executive Council for two-year terms with five elected each year. The president and vice-president of the Association are elected annually by the members at large. The resignation of the vice-president and three district representatives necessitated the holding of by-elections during the year. One was held in November for the office of vice-president and representatives for Southeastern and Southwestern Alberta districts. A second by-election was held in February to elect a representative for Edmonton District.

3. Publications

The ATA Magazine has a circulation of about 11,700 copies. Ten issues are published from September to June inclusive. All teachers, most school administrators, trustees, MLA's, MP's, and students in the Faculty of Education receive the magazine.

The ATA Magazine is the official organ of The Alberta Teachers' Association and is used to keep members informed about the affairs of the organization. Much of the material published is required by policy and by-laws. For many teachers, the magazine is the only contact with head office.

Editorial policy attempts to satisfy both the interests of the individual members and The Alberta Teachers' Association. Editorials are designed to reflect Association policy and to promote the interests of education. It is interesting to note that readers continue to rate the editorial, the secretary's diary, and the official bulletin of the Department of Education as the most valuable regular features.

The editor and assistant editor attended a workshop held at Winnipeg last June. *The ATA Magazine* was evaluated and suggestions were made for improvement.

Other publications include newsletters, salary bulletins, *The ATA Economic Handbook* and *The ATA Policy Handbook*. A new edition of *The ATA Handbook* was published in February, 1958.

Summaries of minutes of Executive Council meetings are sent to councillors and secretaries of local associations.

4. Research

The Alberta Advisory Committee on Educational Research was formed in 1954 with the Faculty of Education, the Department of Education, the Alberta Federation of Home and School Associations Incorporated, the Alberta School Trustees' Association, and The Alberta

Teachers' Association as cooperating organizations.

The Alberta Advisory Committee on Educational Research publishes *The Alberta Journal of Educational Research*, quarterly, at a subscription rate of \$3 per year. This journal contains accounts of all research projects introduced. Newsletters are published at frequent intervals and it is the intention of the committee to publish monographs as well.

The Alberta Teachers' Association maintains a trust fund for research into which is paid an amount of \$1,000 each year out of general revenue. Also, the Association makes an annual grant of \$1,000 a year to the Alberta Advisory Committee on Educational Research. The Executive Council recommends that each local association make provision in its budget for an annual grant to the Alberta Advisory Committee on Educational Research.

A more detailed report on the work of the Alberta Advisory Committee on Educational Research will be found in the report of The Alberta Teachers' Association representatives on this committee printed in the AGM Handbook.

5. Library

It is apparent from the records that the circulation of library books decreased in 1957 as compared with 1956. This decrease is particularly noticeable in the book package plan.

During the year approximately 400 books were loaned from the ATA Library.

Postage is paid both ways on all books. A copy of the library catalogue and a listing of the book packages are available to members on request.

6. Scholarships and loans

The Alberta Teachers' Association Scholarship and Loan Committee held two regular meetings, May 24 and October 24, 1957.

The following scholarships were awarded for 1957:

- The Clarence Sansom Memorial Gold Medal in Education and The Clarence Sansom Scholarship in Education—Jack Logan Ferguson, Calgary
- The John Walker Barnett Scholarship in Education—Raymond Thomas Blacklock, Edmonton
- The Milton Ezra LaZerte Scholarship in Education—Sonja June Kristin Gotaas, Camrose
- The Hubert Charles Newland Scholarship in Education—Margery May MacFarlane, Calgary
- The Cedric Oliver Hicks Scholarship in Education—Angeline Lillian Condon, Edmonton
- The Harry Dean Ainlay Scholarship in Education—Harold Eltjo Reinders, Calgary
- The William Edward Frame Scholarship in Education—Billie Eleanor Jean McBride, Wainwright
- The William Aberhart Scholarship in Education—Rachel Madeleine Brochu, Edmonton.

The remaining three scholarships were not awarded.

Note should be made of the fact that a change will be made in regulations governing the awarding of scholarships in accordance with resolution P11/57 adopted by the 1957 Annual General Meeting. Three scholarships will be granted to graduate students for post-graduate work in education, four to education students proceeding from the third to fourth year in the Faculty of Education, University of Alberta, and four to teachers in the field who have completed three years of teacher education and are proceeding to the fourth year in the Faculty of Education at the University of Alberta.

Under the Alberta Teachers' Association Professional Assistance Program, ten loans have been granted for the 1957-58 university year totalling \$2,950. In the previous two years thirteen loans were granted totalling \$5,350.

7. Conventions

Sixteen conventions were held during 1957-58.

The Association guest speakers were: Dr. Lester B. Ball, superintendent of schools, Millburn Township Public Schools, Millburn, New Jersey; O. A. Crosby, assistant director, Department of Information Service, Board of Education, Detroit, Michigan; Dr. H. T. Coutts, dean, Faculty of Education, University of Alberta, Edmonton; Dr. Harold P. Fawcett, professor of education, Ohio State University, Columbus, Ohio; Dr. Marcus Long, professor of philosophy, University of Toronto, Toronto; Dr. D. E. Mahood, teacher, Saskatchewan Teachers' College, Saskatoon; Dr. G. L. Mowat, associate professor, Faculty of Education, University of Alberta, Edmonton; Dr. A. W. Reeves, chairman, division of educational administration and supervision, Faculty of Education, University of Alberta, Edmonton; N. V. Scarfe, dean, College of Education, University of British Columbia, Vancouver.

The Department of Education was represented by the following: Hon. A. O. Aalborg, Dr. T. C. Byrne, Dr. J. W. Chalmers, Dr. W. H. Swift, Miss A. B. MacFarlane, A. A. Aldridge, H. E. Balfour, D. R. Cameron, S. A. Earl, M. O. Edwardh, A. B. Evenson, and H. C. Sweet.

The Faculty of Education was represented by the following: Dr. J. D. Aikenhead, Dr. S. C. T. Clarke, Dr. R. S. MacArthur, Dr. H. A. MacGregor, Dr. J. G. Woodsworth, Miss Muriel Caldwell, Miss D. M. Lampard, A. Affleck, E. W. Buxton, C. Hampson, W. E. Hodgson, S. A. Lindstedt, S. Norris, W. Pilkington, and A. G. Storey.

The Alberta Teachers' Association was represented by one or more members of the Executive Council at each convention.

8. General Meetings

The fortieth Annual General Meeting was held in the Macdonald Hotel, Edmonton, April 22, 23 and 24, 1957.

9. Banff ATA Conference and Salary Seminar

The ninth Banff ATA Conference was held in the Banff School of Fine Arts, Banff, during the week of August 18-24. Fifty locals enrolled 58 teachers

in the general course and 13 in The Alberta Teachers' Association Publications course. In addition, three Executive Council members and six guests were present for the general course.

The consultants were: ATA Policy and Administration, Mrs. Inez K. Castleton, president, of The Alberta Teachers' Association, Calgary; Curriculum Development, Dr. D. T. Oviatt, dean, San Fernando Valley Campus, Los Angeles State College, Northridge, California; Group Dynamics, Dr. Van Miller, professor of education, University of Illinois, Urbana, Illinois; Educational Publicity and Public Relations, Dr. W. R. Odell, professor of education, Stanford University, Stanford, California; Alberta Teachers' Association Publications, Dr. T. Peterson, associate professor, School of Journalism and Communications, University of Illinois, Urbana, Illinois.

Panel discussions were held on pensions and ethics under the chairmanship of Mrs. Inez K. Castleton.

The following were also in attendance: Dr. T. C. Byrne, Department of Education; A. Grant, Alberta School Secretaries Association; W. A. Herle, Saskatchewan Teachers' Federation; J. A. McKay, Alberta School Inspectors Association; P. M. Owen, ATA solicitor; and T. C. Weidenhamer, Alberta School Trustees' Association.

Concurrent with the Banff ATA Conference the Executive Council held an Economic Seminar at the Banff School of Fine Arts. Twelve Alberta teachers were given a week's intensive course in collective bargaining and these teachers are now acting as salary consultants for locals.

The seminar was under the direction of F. J. C. Seymour, assistant general secretary of The Alberta Teachers' Association, and the consultants were: Dr. Eric Taylor; H. E. Bendickson, Board of Industrial Relations; and H. J. M. Ross, past president, The Alberta Teachers' Association.

10. Executive and Committee Meetings

The Executive Council met on the following days: February 1, 2 and 23, March

22 and 23, April 13, 20 and 25, May 18, June 14 and 15, August 22, September 6, 7, 15 and 20, and December 6, 7 and 21; a total of 19 days in 1957. Two additional meetings have been held in 1958 on February 7, 8, 13 and 14, for a total of four more days.

The Alberta Advisory Committee on Educational Research met January 7, May 14 and September 9, 1957.

The Curriculum Committee held meetings on June 1 and November 29, 1957, and January 25 and March 10, 1958.

The Resolutions Committee met on February 6 and March 12, 1958.

The Coordinating Committee met on January 30 and December 11, 1957.

The Finance Committee held meetings on March 7, June 14, September 5 and December 5, 1957, and February 6 and 13, 1958.

The Pension Committee held meetings on June 22, 1957, and March 15, 1958.

The Scholarship Committee met on May 24 and October 24, 1957.

The Faculty Committee on Educational Research met on March 4, August 6 and November 22, 1957, and February 14, 1958.

The Advisory Committee for the Leadership Course for School Principals met on January 4, April 8 and November 25, 1957, and January 27, 1958.

The Board of Teacher Education and Certification held meetings on January 22, June 13 and November 13, 1957, and February 12, 1958.

The Code of Ethics Committee met on January 16, 1958.

The Revision Board of Faculty of Education Program met February 18, November 15, November 28 and December 18, 1957, and January 7, 1958.

11. Resolutions

Reports on the disposition of resolutions of the 1957 Annual General Meeting have been made in *The ATA Magazine*.

Resolutions were presented to the Minister of Education and the senior officials of the Department of Education on December 20, 1957, and to the Execu-

tive Council of the Government of the Province of Alberta on January 14, 1958.

Resolutions also have been forwarded to the following for consideration: the Board of Teacher Education and Certification, the Canadian Teachers' Federation, the Coordinating Committee, the Alberta School Trustees' Association, the University of Alberta, and the Faculty of Education.

The Alberta Teachers' Association Policy Handbook, 1957 has been printed and distributed to all local associations. Some further amendments to policy resolutions, contained in this handbook, are being submitted for consideration to this Annual General Meeting.

12. Electoral ballots

Four electoral ballots were submitted to locals during the fall term, 1957. These were printed in the AGM Handbook.

13. Discipline cases

No meetings of the Discipline Committee have been held since the 1957 Annual General Meeting.

14. Canadian Conference on Education

The first Canadian Conference on Education, sponsored by 19 educational and lay organizations, was held in Ottawa from February 16 to 20. Eight hundred and fifty delegates, representing over 35 national organizations, participated in the four-day session. Eight major topics were dealt with by workshop groups, and noted persons from all walks of life gave their impressions of the problems facing education today.

Thirty-one resolutions, dealing with all aspects of education, were passed by the conference, and a permanent secretariat was established to seek implementation of the resolutions by the appropriate authorities. Another conference is planned to take place within the next few years.

Mrs. Inez K. Castleton, president of The Alberta Teachers' Association; R.

F. Staples, vice-president; H. J. M. Ross, past president; E. J. Ingram, executive assistant; Dr. G. M. Dunlop; and myself represented The Alberta Teachers' Association at the conference. A detailed report of the conference will be found in the March issue of *The ATA Magazine*, and any of your ATA delegates will be pleased to report to a local meeting.

15. Royal Commissions

The report of the Blackstock Royal Commission was tabled in the legislature on February 27. Both the Minister of Education and the Premier stated subsequently that no action was contemplated by the government during the session.

During the sessions of this Annual General Meeting an analysis of the Blackstock report will be given to the councillors.

It is a matter of record that The Alberta Teachers' Association withdrew from the inquiry being conducted by the Blackstock Commission. Every local of The Alberta Teachers' Association was contacted last fall and presented with a detailed explanation of the reasons for our withdrawal. Without exception every local endorsed the action taken by the Executive Council.

The 1957 session of the Legislature announced its decision to appoint a Royal Commission on Education. The terms of reference of the commission are broad and give it authority to investigate all phases of education, including curriculum, standards of attainment, special services and requirements, organization of schools, physical facilities, quality and supply of teachers, requirements of industry and the community, and finance. In dealing with finance no consideration is to be given to the source of funds for school purposes or the procedures by which such funds are obtained and distributed.

The commission, under the chairmanship of Senator Donald Cameron, includes Mrs. Wilma Hansen, Calgary; Mrs. Ivy Taylor, Wainwright; John S. Cor-

mack, Edmonton; Norman W. Douglas, Calgary; and Dr. Gordon L. Mowat, Edmonton. Dr. R. E. Rees, inspector of high schools, has been appointed as secretary to the commission, and Dr. R. S. MacArthur as director of research. Hearings will be held at centres throughout Alberta during May and June, to receive briefs and submissions from interested persons and organizations. Copies of briefs are to be in the hands of the commission by not later than April 15. At the present time the commission is making an effort to obtain and study all the information and material it can that may have any bearing upon the areas of investigation in the terms of reference.

The Alberta Teachers' Association has prepared a comprehensive brief for presentation to the commission, and will be represented at all the hearings.

16. Legislation

At the date of writing this section of the report, the only bill of significance to the Association that has been presented to the Legislative Assembly is Bill No. 23, "A Bill to Amend *The Emergency Teacher Training Act*". The proposed amendment enables students who started their studies under *The Emergency Teacher Training Act* prior to August 1, 1957, to complete the training program under the Act.

It should be noted that *The Emergency Teacher Training Act* is a temporary Act and expires on July 1, 1958, unless renewed as provided in Section 10 of the Act.

An oral report will be made in regard to the following bills, which are expected to be introduced to the Legislative Assembly within a few days:

- a bill to amend certain sections of *The School Act*.
- a bill about the establishment and administration of junior colleges.
- a bill to amend certain sections of *The Teachers' Retirement Fund Act*.

17. Tenure

Another year has passed, and once more I regret to report that there has

been no improvement in tenure regulations for teachers in Alberta.

May I review the present regulations, and the ways in which our security of tenure has been found to be unsatisfactory in practice.

Teachers are now on "probation" for the first year of their employment. A school board may dismiss a teacher whose contract has been in effect for less than twelve months, and there is no appeal. (*The School Act*, Section 352.)

After one year of employment the teacher has a continuous contract and any notice of dismissal is subject to appeal to the Board of Reference. All evidence submitted to the Board of Reference is given under oath, and is subject to cross-examination. This is entirely satisfactory, except in the case where a teacher who is dismissed enters an appeal to the Board of Reference but accepts another position before the appeal is heard. In this case, the teacher is required to withdraw his appeal and accept the dismissal without an opportunity to clear his professional reputation and record.

Teachers are subject to transfer at any time at the sole discretion of the school board. There is reason to believe that some school boards have used their authority to transfer teachers as a device to force them to resign. It is really quite simple. The school board transfers a teacher to a school that is unacceptable, and waits for the teacher to ask for a release of contract.

Principals in Alberta schools do not have much security in their positions. In case of dismissal a principal may appeal, first, to the school board that fired him, and, second, to the Minister of Education (*The School Act*, Section 371 and 372). There is no established practice about the conduct of an investigation under this section of the Act. It may be similar to a hearing before the Board of Reference. It may be a sort of "private investigation", in which case the teacher, or his representative, has no opportunity to question the statements made against

the teacher. Not so many years ago, principals in Alberta had the same security of tenure as teachers, with a dismissal of a principal being subject to appeal to the Board of Reference.

For some years The Alberta Teachers' Association has been considering the appointment of a committee to investigate and report to the Executive Council cases of alleged abuse of authority, especially in regard to transfers and dismissals. In 1956 the Executive Council was instructed by the Annual General Meeting "to take whatever action is deemed necessary" in cases of unfair treatment. After the Bonnyville and Taber cases I think the time has come to take action, and I so recommend.

18. Pensions

There have been no amendments to *The Teachers' Retirement Fund Act* or to By-law No. 1 of 1948 during the last year.

The Board of Administrators has provided the Executive Council with a report of the division of the Fund, which was made in accordance with Section 7(a) of the Act. The Executive Council has approved the division, subject to an adjustment when the C. A. Macdonald case is settled.

There have been two meetings of the Pension Committee to consider and make recommendations about resolutions referred to it by the Executive Council after the last Annual General Meeting, and to make recommendations about resolutions to be presented to this Annual General Meeting.

19. Salaries and collective agreements

The average salary for 9,273 Alberta teachers during the school year 1956-57 was \$3,660.69. This is about \$230 higher than the \$3,430.16 average for 1955-56, or a 6.7 percent improvement. Average salary for teachers in cities and towns for the 1956-57 year was \$3,991.55, for divisions and counties, \$3,534.32. Similar statistics for 1957-58 are not available. A

very rough study indicates that minimum and maximum salaries increased by about 10 percent.

A typical division or county scale ranges from \$2,200 minimum to \$3,600 maximum for a teacher with one year of teacher education; from \$3,600 minimum to \$5,600 maximum for a teacher with four years of teacher education; and from \$4,200 minimum to \$6,200 maximum for a teacher with six years of teacher education. Progression from minimum to maximum salary takes from 10 to 15 years.

The current trend appears to be to reduce the number of years between minimum and maximum. Experience increments have been increased considerably in size in some scales, with the best being \$300.

Urban scales generally show higher maxima and higher increments than those in divisions and counties and smaller districts. Minima are generally similar. However, the typical urban scale is not as good as it appears, because it discounts allowance for previous experience and often does not provide full placement for service in the system. Generally speaking, the average salary in city systems is higher than the average salary in divisions and counties, because the average city teacher has more teaching experience and more years of teacher education.

Principals' allowances continue to rise very slowly. In divisions and counties the highest allowance noted is \$1,875; the average maximum allowance is \$1,100.

Fifty-three division and county scales provide cumulative sick leave. Of these, 25 provide accumulation of all of the unused portion of statutory sick leave. Only eight agreements permit accumulation to 200 days or more. Sabbatical leave provisions are found in nine division and county agreements.

During the past year the Association has represented teachers in a total of 38 disputes. Of this number, 20 were settled at bargaining agent level, eight at conciliation, and four by conciliation

board. Five disputes have not been settled.

The dispute between the official trustee of the Normandy School District No. 4986 and The Alberta Teachers' Association resulted in withdrawal of services by the teachers, commencing June 3. The teachers were absent from their classrooms 19 school days, although they returned to supervise departmental examinations and to issue report cards. This service was provided in the interests of the students and at no cost to the school district. The dispute was settled by a two-stage agreement covering the period from September 1, 1955 to August 31, 1957.

In an effort to promote local competency in salary negotiations, The Alberta Teachers' Association has held a series of local briefing schools and regional conferences. These, together with the Economic Seminar held in Banff, discuss economic trends and analyze the teachers' relative status in the economy of the province.

20. Supply of teachers

For the 1957-58 school year Alberta has 9,455 teachers. In addition, there are 133 Emergency Teacher Training Act students in charge of schools, and 27 correspondence supervisors. Last year there were 8,781 teachers, 129 Emergency Teacher Training Act students, and 52 correspondence supervisors. This shows an increase of 674 teachers and a decrease of 21 in the other two groups.

21. Teacher education and certification

The elementary and secondary routes in the bachelor of education program have been revised this year. It is likely that the program for the secondary route will receive general approval. It has adequate provision for academic courses and for professional courses. It is flexible, with adequate provision for majors and minors. The elementary program, however, may not meet with general approval. It may prove to be too rigid and, as a result, may not attract

many students. In case it doesn't, consideration should be given to one bachelor of education program, with provision for majors and minors to include all majors and minors in the present elementary and secondary routes.

The Junior E revision committee was unable to reach any agreement and the course remains as it was.

May I make the following recommendations for your consideration:

- that another attempt be made to have entrance requirements for all programs in the Faculty of Education the same as they are now for the bachelor of education program,
- that the Faculty of Education Council be asked to investigate and report on the advisability and practicability of one program for the bachelor of education degree,
- that the number of kinds of teaching certificates be reduced.

22. Curriculum Committee

Reports are made to the councillors at the Annual General Meeting by our representatives on the following departmental committees: General Curriculum Committee, Elementary Curriculum Committee, Junior High School Curriculum Committee, High School Curriculum Committee.

The ATA Curriculum Committee also submits a report to the councillors about the disposition of curriculum resolutions, submitted by local associations to the 1957 Annual General Meeting, which were referred to the ATA Curriculum Committee for investigation and report.

Curriculum making is a complicated matter, and the role of our own ATA Curriculum Committee is not clear, at least not to me. A careful and detailed study of curriculum making, and its problems, will undoubtedly be one of the major areas of investigation by the Cameron Commission.

23. Coordinating Committee

The Coordinating Committee, composed of representatives of the Depart-

ment of Education, the Alberta School Trustees' Association and The Alberta Teachers' Association, held a meeting on December 11, 1957. The Association was represented by the president, vice-president, past president, general secretary-treasurer, and executive assistants.

The committee considered a number of proposed amendments to *The School Act*, most of which were of importance to school boards. Those of interest to teachers include:

- a proposal that boards be given the right to transfer a principal, vice-principal, or assistant principal from the supervision or administration or both of one room or more to the supervision or administration or both of another room or rooms in the same school—it was agreed that this proposal be left in abeyance,
- a proposal that the present limitations on leave of absence granted a teacher be discontinued—this was agreed to by the committee,
- Section 371 (4) dealing with termination of designation of principals, vice-principals or assistant principals given by a board is to be amended to read "a notice effective at the end of July shall be given on or before the preceding fifteenth of June",
- *The Teachers' Retirement Fund Act* was to be amended to provide that teachers in a junior college would be included under the Act, and
- legislation, to provide for the continuation of *The Emergency Teacher Training Act* after July 1, 1958, insofar as to complete the training of those students who had entered in 1957 or before.

Several topics for discussion suggested alternately, by the Alberta School Trustees' Association and The Alberta Teachers' Association include:

- the Alberta School Trustees' Association asked that the Department of Education request the Alberta Advisory Committee on Educational Research to conduct research with a view to ascertaining the most suitable age for children to enter Grade I and

as a result of the findings to amend *The School Act* accordingly — sharp difference of opinion was evident but it was agreed that the suggested action might serve some useful purpose,

- the Alberta School Trustees' Association requested an amendment to *The School Act* which would require teachers to submit proof of age to employing boards—this met with general approval,
- the Alberta School Trustees' Association requested that the period between offer and acceptance of position be reduced from eight days to four days if such arrangements are made by telegraph — The Alberta Teachers' Association was opposed to any change in the present procedure,
- The Alberta Teachers' Association proposed that *The School Act* be amended in keeping with our policy resolution P58/57 dealing with dismissal and transfer of teachers—no agreement was reached and our presentation was taken as notice of motion for further discussion, and
- The Alberta Teachers' Association submitted its stand on the question of textbook rentals as being opposed to having teachers assume financial responsibility for textbook rentals—it was decided that the best method of handling the textbook rental plan was to have it worked out at the local level.

I am pleased to report that out of preliminary discussion at the Coordinating Meeting and subsequent discussions conducted between the Alberta School Trustees' Association and The Alberta Teachers' Association, it was decided that much might be gained from holding joint meetings of the two executives or committees of the executives where common problems would be discussed. As a result one meeting was held on January 18. The Cameron Commission, and the suggested 'new deal' for educational finance, were discussed. Common agreement was reached on various phases of these problems and further meetings are expected

to lead to more complete cooperation between the two organizations.

24. Public relations and publicity

The Executive Council is considering a program of expanded public relations, both at the local and provincial level. A public relations questionnaire and opinionnaire was sent out last fall to determine the public relations activities of local associations and to obtain the views of local associations regarding an expanded program.

The Executive Council has approved the publishing of a public relations bulletin as an aid to local associations. They have also named a committee to undertake a public relations pilot project as a forerunner to expanded local organization. The Executive Council has decided to send congratulatory letters to all members receiving degrees, and, if possible, letters of welcome to all new members. An attempt will also be made to improve public relations activities at provincial functions. More public relations material will be made available through the ATA Library.

25. Other conventions

Representatives of The Alberta Teachers' Association attended the following:

- Western Conference (1956-57), Edmonton, March 11, 12 and 13, 1957, H. J. M. Ross and E. C. Ansley, and the Western Conference (1957-58), Winnipeg, December 2, 3 and 4, 1957, Mrs. Inez K. Castleton and W. R. Eyres.
- The Alberta Federation of Home and School Associations Conference, Edmonton, May 8 to 10, 1957, Mrs. Inez K. Castleton.
- The Western Conference of Teacher Educators, Saskatoon, May 23, 24 and 25, 1957, Mrs. Inez K. Castleton and E. C. Ansley.
- Canadian Secretaries' Conference, Edmonton, August 12, 1957, secretaries of provincial teachers' organizations who were in attendance at the Canadian Teachers' Federation Conference.
- Canadian Teachers' Federation Con-

ference, Edmonton, August 13, 14, 15, and 16, 1957, Mrs. Inez K. Castleton, H. J. M. Ross, R. F. Staples, and E. C. Ansley.

- Salary Conference of Western Provinces, Saskatoon, November 7 and 8, 1957, F. J. C. Seymour and E. C. Ansley.
- Meeting with Cabinet, Edmonton, January 14, 1958, Mrs. Inez K. Castleton, H. J. M. Ross, R. F. Staples, general secretary, and executive assistants.
- Canadian Conference on Education, Ottawa, February 16 to 20, 1958, Mrs. Inez K. Castleton, H. J. M. Ross, R. F. Staples, Dr. G. M. Dunlop, E. C. Ansley, and E. J. Ingram.
- The Alberta Association of Registered Nurses Convention, Banff, May 20 to 23, 1957, Mrs. Inez K. Castleton.
- The Alberta School Trustees' Association Convention, Calgary, November 5, 6, and 7, 1957, Mrs. Inez K. Castleton, H. J. M. Ross, and F. J. C. Seymour.
- The Alberta Federation of Labour Convention, Calgary, September 16 and 17, 1957, H. J. M. Ross and F. J. C. Seymour.

26. In-service education

The second Leadership Course for School Principals was held at Concordia College, Edmonton, July 10 to 26, 1957.

Sixty-three principals attended the course, including one representative each from the teachers' associations in Manitoba, Saskatchewan, and British Columbia.

The object of the course was to improve the quality of leadership at the school level and consequently to improve the educational services in Alberta schools.

The Leadership Course for School Principals was a cooperative undertaking with the support of the Alberta School Trustees' Association, The Alberta Teachers' Association, the Department of Education, and the Faculty of Education of the University of Alberta.

The expenses of the principals attend-

ing the course were paid by the school boards. A grant to help finance the course was received from the W. K. Kellogg Foundation through the Canadian Education Association. The Alberta Teachers' Association accepted the responsibility of supplying a consultant in group dynamics for the course. Mr. John Amend, of Seattle, who is well known to many of the teachers who have attended the ATA Banff Conference, acted in this capacity.

The program was based upon the problems, needs, and interests of those attending the course. It was under the official direction of the University of Alberta but did not carry degree credit—there were no examinations. Walter H. Worth of the staff of the Faculty of Education, University of Alberta, was director.

A third leadership course is planned for 1958 at approximately the same time.

Plans to encourage in-service education projects by ATA locals, sublocals, and individual school staffs are underway. Our public relations bulletin is partially devoted to this purpose.

The ATA Banff Conference, mentioned elsewhere in this report, is also designed to encourage and facilitate in-service education programs.

27. Personal

The names of the teachers who have been granted life membership in The Alberta Teachers' Association and the names of the members of the Association who have died during the last year are reported in the handbook.

28. General

The Alberta Teachers' Association is in a sound position financially with a members' net equity of \$550,000. Although this is a large amount of money, it has seemed rather insignificant at certain times during the last year or two. It amounts to less than \$60 per member.

The last year has been rather unusual with the Normandy dispute, the Taber case, the Blackstock Commission, the special meeting of presidents of locals,

the emergent meetings of all locals, and the Canadian Conference on Education.

Although it is not possible, at this time, to determine how successful the Association has been during the last two years, one thing is certain, the Association has never been stronger than it is right now. The 'unfriendly actions' of certain groups, the direct and indirect opposition of other groups, our understanding of the implications of these actions to the Association and the steps we have taken to protect our interests: all have added to the strength of this Association.

Last year, in my report, I took a cal-

culated risk, and warned the members of The Alberta Teachers' Association that a crisis in our affairs was imminent. It may have come and passed by. At the time of writing this report I am not quite certain.

I wish to thank the president and other members of the Executive Council, the members of the office staff, the councillors, local executives, and all others, especially the teachers, for their interest and assistance during the year 1957-58, one of the crucial years in the records of our Association.

Respectfully submitted.

ERIC C. ANSLEY

Notice Regarding Refund of Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **applications for refund are placed on file until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

President's Column



Much has been written and spoken about the Canadian Conference on Education. It was indeed a worthwhile experience. I had the opportunity to renew friendships with former CTF delegates and to discuss common problems of our professional organizations as well as to participate in the conference.

I attended the section on Organization and Curriculum which was subdivided into five groups. The lay representatives took an active part and contributed many worthwhile ideas. In general, I believe, most delegates came prepared to listen to the views of others, to contribute, and to endeavor to come to some general understandings on curriculum. We were conscious of the need for understanding by both French- and English-speaking Canadians. There seemed to be fairly general agreement that the schools should develop critical judgment as well as a mastery of fundamental skills. However, at the same time, we felt that consideration should also be given to physical, social, moral, and spiritual growth. The value of a second language was recognized by all. In some schools in Ottawa, French is being taught from Grade III on and, according to reports,

successfully. Where school systems have the facilities, the teachers, and the opportunity to use the French language, there appears to be no difficulty in offering the course in elementary grades.

It was very difficult to frame any resolutions in this section, other than very broad and general ones, due to the variations of curricula as offered in the various provinces. Considerable interest was shown for standardized curricula for all provinces. Frankly, I would be very unhappy to see one uniform curriculum for all of Canada. Curriculum should, outside of certain offerings in basic skill subjects, permit not only variations among the provinces but among school systems. A standardized curriculum is not consistent with our concept of democracy and is indeed characteristic of school systems of authoritarian governments. Then, too, we must realize that the curriculum which a school system can offer depends fundamentally upon the quality of its teachers and we all know how greatly this factor varies from school to school and from province to province. Canada is a vast area with enormous differences in local geography and economy, and our population has widely different ethnic backgrounds. Diversification, rather than standardization, in curricula, based on provincial and local needs, should be our guidepost.

To me, the highlight of the conference was the address of Sir Ronald Gould, general secretary of the National Union of Teachers and president of the World Confederation of Organizations of the Teaching Profession, to which I made reference in my column last month. Sir Ronald is indeed an orator and a scholar. I hope that arrangements can be made for him to come to Alberta to speak to ATA members.

The conference was certainly a success in focusing interest on education and in securing general agreement on broad policies. Results will be achieved as delegates and their representative associations carry on in their own communities the work started at the conference.

Royal Commission on Education Questionnaire to Teachers

In order to secure all pertinent facts regarding qualifications, teaching experience, and positions held by Alberta teachers, the Cameron Commission has forwarded a questionnaire to all teachers in Alberta. A study of this information will be conducted by Dr. R. S. MacArthur of the Faculty of Education, University of Alberta, who has been retained by the Cameron Commission to direct various research projects undertaken by the Commission.

Because it is very important that a complete return of questionnaires be effected, the following plan for distribution and return has been adopted—

- All teachers, excluding those in private schools, will receive questionnaires.
- The Commission will not send the questionnaires directly to teachers, but will forward copies to local administrative personnel, for the teachers within their jurisdiction.
- Questionnaires will be distributed to teachers, collected and packaged locally, and returned directly to the office of the Commission, Room 723, Administration Building, Edmonton.

The Executive Council of the Alberta Teachers' Association urges all teachers to cooperate in answering and returning the questionnaires as promptly as possible. Teachers are requested to complete the questionnaire in all details. Names are required for checking purposes only, and all teachers are assured that the information received by the Commission will be strictly confidential with regard to individuals. Please follow all directions carefully.

HAS your school acquired the detention room complex? Does this form of punishment act as the catch-all for offenders regardless of the nature of the offence? In many schools of Alberta detention is undoubtedly one of the most common forms of punishment whether the offence be serious or trivial, whether it be the first offence or the tenth. Although the detention has certain obvious advantages, it also has obvious disadvantages.

Detention serves to deter

The question of punishment immediately brings to mind another question—why punish at all? One reason for punishment is to gain revenge. This motive can never justify any punishment handed out in a school staffed by professional teachers. A second reason is that it acts as a deterrent, either because it is regarded as a nuisance or because it can engender fear. The latter reason is not too acceptable to psychologists who maintain that fear is not a desirable thing for motivating good behaviour. A third reason for punishment is as a method of encouraging reform. This reason has been overrated as can be concluded by a study of the percentage of criminal offenders who have more than one conviction. Perhaps the best basis for punishment is because of the requirements of justice. If a realization can be developed that certain actions have certain consequences, punishment may make some sense.

Because of inadequacies in student personality, in teacher personality, and perhaps in teaching methodology, some pupils will not adequately meet the demands of all classroom situations. Punishment of some nature is then in order. It is here that the detention room is called upon. The teacher assigns a student one or two detentions, which means that after the classes have been dismissed for the day, the student will be required to report to a certain room where he will remain for a period of from thirty minutes to an hour. A teacher is assigned to the room to supervise

Is Detention the Easy Way Out?

J. S. T. HRABI

the activities of those serving detention. In elementary grades and smaller, graded schools, teachers are often on their own, that is, if they assign detention, they must do their own supervising. In country schools the period of detention is often the noon hour or recess as bus transportation makes impossible the retaining of students after dismissal of classes for the day.

This type of punishment is certainly not without sound advantages, the main one being that it is simple to administer, especially in departmentalized schools where one teacher supervises the detention room. There need not be bitter feelings or conflict, as the student has not met the demands of the situation and the teacher or principal has assigned the expected detention. This simplicity is perhaps the most important reason why this method is so popular. A second advantage, related to the first, is that it is not a harsh form of punishment such

as suspension or corporal punishment and therefore appeals to people who despise harshness. A third possible advantage is that in a well-organized school with definite policies, it can be a certain punishment. Certainty is generally classified as a criteria of a good punishment, though it can have undesirable effects. Judicious students may weigh the desirability of committing the offence against the possibility of avoiding detection and the undesirability of the confinement if the offence is detected. A final advantage is that it is easily adaptable to cases of varying severity simply by varying the number of detentions assigned.

What is wrong?

The disadvantages of the system are much more numerous than the advantages. Assignment of detention involves no consideration of the cause of the behaviour and no consideration of fitting the measure of correction to the offender and the offence. This fact alone casts serious doubts upon the value of this method as a form of punishment. The student is prevented from getting exercise and recreation outside the school. The value of the punishment must then be weighed against the benefits that the student would derive from the activities in which he would otherwise participate. This method of punishment makes demands upon a teacher's time, time that might be put to much more constructive use. This is especially true in schools where the detention program is unorganized, and each teacher must supervise those whom he detains. The service of the student may be required at home. This is often the case in an agricultural area and may strain relations between home and school. Further straining of home-school relations may be caused by the inability of students to keep doctor and dentist appointments because of detentions.

Another serious limitation is the fact that students who have been detained are prevented from carrying out work commitments out of school. There may also be commitments related to school clubs or athletic endeavours and there

is the possibility of strife within the staff because one teacher assigned a detention to a student, thus preventing this student from carrying out a major role in a school enterprise. Because it is simple and is not harsh, this method is used to excess, especially by weak teachers who would otherwise be overcome attempting to deal with all the cases on an individual basis.

After having made the decision that the method will be used, the question immediately arises — what should the student be doing during the period that he is detained? In some cases the practice is to assign busy work. This procedure is almost obsolete in practice and is certainly obsolete in principle. Other schools follow the practice of allowing the students to do homework. This detracts from the value of the punishment, since the homework must be done sometime and completing it in detention period leaves the evening free for recreational pursuits. In both the above cases there is the problem of checking the work done. This involves coordination between the supervisor of the detention room and the teacher who assigns the detention, and may lead to friction.

Some schools, on the other hand, do not allow the student to work, perhaps feeling that the contemplation of the misdemeanour will have therapeutic value. Needless to say supervisors of these detention rooms have a difficult time maintaining an atmosphere of penitence.

Despite the many disadvantages of this form of punishment, it is widely used. In a study of common discipline measures reported by 225 high school principals, Henning stated that 50 percent of the schools used detention room punishment frequently, 38 percent used the practice infrequently, and the remainder never used it.¹ This form of punishment was third in frequency of all the punitive devices reported, following payment for destruction and interview regarding petty thievery.

1 Henning, Carol J., "Discipline: Are School Practices Changing?", *The Clearing House*, January, 1949, pp. 268-271.

Perhaps those schools or those teachers within schools who employ this method of discipline should reassess their procedures in the light of the many disadvantages as compared with the few advantages. As stated previously, this form of punishment makes no attempt to ascertain reasons for the cause of the behaviour nor to adjust the punishment to the offender and to the offence. Categorically, it satisfies the justice principle, but makes no attempt to eliminate the necessity for applying this principle by focusing attention on causative factors. Few, if any, authorities would sanction its use in rural areas where recess and noon hour are the only times available for detention. Furthermore, Section 379 (1) of *The School Act* casts some doubt upon the legality of detaining a student at recess.

If this method is to be used, it can be improved somewhat. Students, teachers and parents should clearly understand the conditions under which this type of punishment will be meted out. This enhances the certainty of the punishment and can do much to avoid parent-teacher and pupil-teacher conflict. Once given, there should be little or no possibility that detention can be avoided or delayed as it can soon become a mockery. There must be agreement among the staff as to what students will do while serving detention, and clear-cut lines of communication must be estab-

lished to check on completion of assigned work, if assigning work is the practice followed. Students who are punished should clearly understand why they are being punished and attempts should be made at finding the cause of the misbehaviour and perhaps preventing it. In the case of the weak teacher who fills the detention room day after day, the principal of the school has an obligation to the detention supervisor, to the students, and to the teacher himself to attempt to improve that teacher's classroom management.

Regardless of attempts to improve the practice of detention, it has inherent features of debatable merit. The National Association of Secondary School Principals classifies it as undesirable and questionable.² Certainly, detention should never be considered as the panacea to cure all school behaviour problems.

The following alternative measures are not completely satisfactory but, upon analysis, their advantages seem to outweigh their disadvantages: simple classroom control, individual conferences, cooperation with parents, restitution and reparation, and loss of privilege of a social nature. Before the acceptance of detention as a school or individual policy, these other procedures should be investigated as to their suitability.

2 "The Fundamentals of Discipline", Bulletin of the National Association of Secondary School Principals, January, 1956, p. 84.

Executive Council By-election

A by-election will be held during June, 1958, to fill the unexpired term on the Executive Council of The Alberta Teachers' Association of the district representative for the Central Eastern Alberta constituency.

A candidate for the office of district representative for the Central Eastern Alberta constituency, for the term expiring Easter, 1959, may be nominated by the following locals: Camrose, Castor,

Hardisty-Provost, Holden, Killam, Neutral Hills, Vegreville, Vermilion, and Wainwright.

Nomination and acceptance of nomination forms will be sent to the secretaries of the local associations concerned. Nominations and acceptance of nominations, in the form prescribed by the Executive Council, **must be received at head office on or before 5 p.m., Friday, May 23, 1958.**

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US Dissertations on Education in Alberta

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APPROXIMATELY 4,000 doctor's dissertations and master's theses on education in foreign countries have been written in colleges and universities in the United States. Of these, some 300 have dealt with education in Canada. Many of these are general in scope, covering some phase of Canadian education in the entire country, but 41 of them deal, in whole or in part, with education in Alberta.

Twenty-six of this Alberta group are doctoral dissertations while 15 are master's theses. They have been written at 16 different institutions, the largest number being at Stanford University with 14, followed by Columbia University with 5. More than half of them have been written during the past nine years.

Following is a list of these dissertations, with name of author, title of the dissertation, institution at which it was accepted, date of acceptance, and publication data. If it is not available in published form, on microfilm, or in abstract, the original can usually be secured from the library of the institution at which it was written by inter-library loan.

Doctoral Dissertations

AIKENHEAD, JOHN DOUGLAS. "To Teach; Or, Not to Teach." University of Oregon, 1954. "A cross-section of young people in last two years of high school and first two years of college and university in the four western provinces are asked why they elect to teach, or do not choose to teach. Over 80 percent of the

questionnaires were returned. This report is the beginning of a further study." —Letter from author, July 7, 1956.

BAILEY, WARREN STEVENSON. "The Influence of the Alberta Teachers' Association on Education Legislation in Alberta, 1918-1948." Stanford University, 1956. 204 p. ms. Abstract in *Dissertation Abstracts*, 17: 85, 1957. Obtainable on microfilm from University Microfilms, Ann Arbor, Michigan, as Publication No. 19,896; price \$2.65.

BLACK, WILLIAM GRIFFITHS. "The Development and Present Status of Teacher Education in Western Canada, with Special Reference to the Curriculum." University of Chicago, 1936.

CHALMERS, JOHN WEST. "Some Factors Conducive to Correspondence Teaching Success in Public Education in Alberta." Stanford University, 1957. Abstract in Stanford University: *Abstracts of Dissertations* . . . 1946-47, p. 149-151.

COOPER, ALVIN JOHN. "The Development of a Department of Practical Theology at St. Stephen's College, Edmonton, Canada." Columbia University, 1950. 88 p. ms. Abstract in *Religious Education*, 46: 168-169, May-June, 1951.

COUTTS, HERBERT THOMAS. "The Relation Between the Reading Competence of Alberta's Ninth-Grade Pupils in Four Content Fields and Their Achievement in Those Fields." University of Minnesota, 1951.

DEVERELL, ALFRED F. "Educational Needs of the Rocky Mountain School Division, Alberta, Canada." Stanford University, 1950. Abstract in Stanford Uni-

versity: *Abstracts of Dissertations* . . . 1949-50, p. 314-316.

DOUCETTE, ANDREW LEO. "A Science Program for Alberta Schools Based on Students' Interests." Stanford University, 1950. Abstract in Stanford University: *Abstracts of Dissertations* . . . 1949-50, p. 323-329.

DYDE, WALTER FARRALL. "Public Secondary Education in Canada." Columbia University, 1929. New York: Teachers College, Columbia University, 1929. ix, 263 p. (Teachers College Contribution to Education, No. 345.) Includes data from fourteen high schools in Alberta.

FINN, THEOPHILUS G. "The Social Studies Program in the Province of Alberta." Stanford University, 1950. Abstract in Stanford University: *Abstracts of Dissertations* . . . 1949-50, p. 347-349.

HARRIS, RONALD SUTTON. "The Place of English Studies in a University Program of General Education: A Study Based on the Practices of the English-Speaking Universities and Colleges of Canada in 1951-1952." University of Michigan, 1953. 339 p. ms. Abstract in *Dissertation Abstracts*, 13: 336, 1953. Available on microfilm from University Microfilms, Ann Arbor, Michigan, as Publication No. 5,041; price \$4.24. Covers "the thirty English-speaking universities and colleges of Canada . . . based on material gathered by the author during a visit to each institution during the year 1951-52." Includes University of Alberta.

JONASON, JONAS CHRISTIAN. "The Large Units of School Administration in Alberta." University of Oregon, 1951.

KELSEY, JOHN MARVIN. "Study of Programs of Recreation in Selected Institutions of Higher Learning in North, Central, and South America." State University of Iowa, 1956. 215 p. ms. Abstract in *Dissertation Abstracts*, 16: 1834-35, 1956. Obtainable on microfilm from University Microfilms, Ann Arbor, Michigan, as Publication No. 18,543; price \$2.69. Includes seven Canadian institutions, one of which is the University of Alberta.

LARSON, VERNON CARL. "A Survey of Short Course Programs in the United

States and Canada." Michigan State University, 1955. 137 p. Abstract in *Dissertation Abstracts*, 17: 1254-55. Available on microfilm from University Microfilms, Ann Arbor, Michigan, as Publication No. 20,212; price \$2. Includes University of Alberta, Fairview School of Agriculture, Olds School of Agriculture, and Vermilion School of Agriculture.

MCCALL, HORACE FILLMORE. "Organization and Procedures of Supervision in the Alberta Public Schools." Oregon State College, 1956.

MCDUGALL, WILLIAM DEWAR. "Suggestions for the Improvement of Elementary Teacher Education in the Province of Alberta." Columbia University, 1946. 239 p. ms.

MCLEAN, Rev. DONALD ALEXANDER. "Catholic Schools in Western Canada: Their Legal Status." Catholic University of America, 1923. Toronto: The Extension Print, 1923. x, 162 p. Includes Alberta, British Columbia, and Saskatchewan.

MILLER, HERBERT E. "Scholarships for Alberta." Columbia University, 1947. 50 p. ms.

MILLER, JAMES COLLINS. "Rural Schools in Canada: Their Organization, Administration, and Supervision." Columbia University, 1913. New York: Teachers College, Columbia University, 1913. xi, 236 p. (Teachers College Contribution to Education, No. 61.) Includes separate consideration of conditions in Alberta.

MOWAT, GORDON L. "A Plan for Reorganizing the Costs of Pupil Transportation in Alberta for Purposes of Equalization of Educational Opportunity." Stanford University, 1953. 206 p. ms. Abstract in *Dissertation Abstracts*, 13: 707-708, 1953. Available on microfilm from Microfilm Abstracts, Ann Arbor, Michigan, as Publication No. 5,772; price \$2.58.

OVIATT, DELMER THOMAS. "A Revision of the Program of Studies for the Elementary Schools of Alberta, Grades I-IV." Stanford University, 1949. Abstract in Stanford University: *Abstracts of Dissertations* . . . 1948-49, p. 486-489.

READ, EDWIN ALBERT. "Promotion

Practices and Policies in the Schools of Alberta." Oregon State College, 1956.

REES, ROBERT ELLSWORTH. "Superintendents of Schools in Relation to School Division Boards in the Province of Alberta." Northwestern University, 1947. Abstract in Northwestern University: *Summaries of Doctoral Dissertations*, vol. 15, p. 142-146.

REEVES, ARTHUR WEIR. "The Equalization of Educational Opportunity in the Province of Alberta." Stanford University, 1949. Abstract in Stanford University: *Abstracts of Dissertations* . . . 1948-49, p. 500-503.

RICHARDSON, WILLIAM LEEDS. "The Administration of Schools in the Cities of the Dominion of Canada." University of Chicago, 1919. Toronto: J. M. Dent & Sons, Ltd., 1922. xxviii, 315 p. (Private edition, distributed by University of Chicago libraries.) Covers four cities in Alberta.

WALKER, BERNAL ERNEST. "Public Secondary Education in Alberta: Organization and Curriculum, 1889-1951." 312 p. ms. Stanford University, 1955. Abstract in *Dissertation Abstracts*, 15: 1776-77, 1955. Available on microfilm from University Microfilms, Ann Arbor, Michigan, as Publication No. 12,394; price \$3.90.

Master's Theses

ALDRIDGE, ATHELSTAN A. "A History of the Guidance Program for Schools of Alberta." Oregon State College, 1954.

BICKELL, DAVID EARL. "The Organization of an Audio-Visual Bureau in the Calgary City School System." University of Southern California, 1947.

BUXTON, EARL W. "A Teacher's Guide to the Grade Eleven Literature Program in Alberta High Schools." University of Washington, 1955.

CHITTICK, RAE M. "An Evaluation of the Social and Cultural Life of Teachers in Rural Counties in Alberta." Stanford University, 1943.

DANIELS, LEROI A. "The History of Education in Calgary." University of Washington, 1955.

FISHER, OLIVE M. "The School Festival and Its Contribution to the Cultural Life of Alberta." Stanford University, 1943. 136 p. ms.

FORD, CHARLES ROSS. "Industrial Arts in Alberta." University of Minnesota, 1945.

GISH, WALTER KUHN. "Examination of the Alberta High School Curriculum." State College of Washington, 1945.

HUMPHRIES, MARGARET. "An Evaluation of Teacher Recruitment Practices in Alberta." Stanford University, 1947.

McEACHERN, AUBREY. "A Comparative Study of the Development of School Legislation in Alberta and Saskatchewan." University of Minnesota, 1934.

MacGREGOR, HUGH ALTON. "An Evaluation of Existing Courses of Study in Pre-College Science in Terms of the Needs of Alberta, Canada." Cornell University, 1934. 106 p. ms.

OVIATT, DELMER T. "A Study of the Progress of Alberta High School Students Granted Conditional Promotion." Stanford University, 1943. 154 p. ms.

PETERSON, LELAND DEEN. "Education in the Province of Alberta, Canada." University of Idaho, 1940.

STANSELL, SIDNEY SMITH STOUT. "The Rise of Elementary Education in Alberta." Stanford University, 1934.

WHITELAW, JAMES AITKEN. "A Construction and Evaluation of a Physical Education Program for Ninth-Grade Boys in Calgary Schools." University of Southern California, 1950.

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Resolutions Adopted by the Annual General Meeting, 1958

C 5/58 Whereas; the teachers attending the physics workshop and the Imperial Oil science seminars and other forms of inservice education receive much benefit therefrom,

BE IT RESOLVED, that The Alberta Teachers' Association encourage the possibilities of further seminars in school subjects, with competent consultants in their respective fields in attendance.

C 9/58 Whereas; pupils in all grades are encouraged by their teachers to use the facilities of the public libraries, and

Whereas; the librarians are frequently at a loss as to the needs and requirements of pupils at various grade levels, and

Whereas; the librarians are anxious to have adequate and appropriate source materials available for all courses in order to be able to give maximum assistance,

BE IT RESOLVED, that the Department of Education be requested to provide each public library in the province with up-to-date copies of the courses of study.

C10/58 **BE IT RESOLVED**, that The Alberta Teachers' Association investigate the possibilities of obtaining a suitable lapel pin for its members.

C13/58 Whereas; the funds remitted to local associations of The Alberta Teachers' Association are now received in December and June, and

Whereas; these funds could be

used to better advantage if received at other times during the year,

BE IT RESOLVED, that these funds be sent to the local associations at a more appropriate time.

C14/58 **BE IT RESOLVED**, that the Executive Council, the general secretary, the assistant general secretary, and the executive assistants, be congratulated for their organization of such activities as the Banff Conference, regional salary conferences, briefing schools, salary negotiations, etc.

C26/58 Whereas; many teachers, in moving from one province to another, have lost their pension fund contributions,

BE IT RESOLVED, that The Alberta Teachers' Association take the necessary steps to institute a reciprocal pension agreement between all the provinces of Canada.

C27/58 **BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund, be urged to consider including sabbatical leave as pensionable service, and further

BE IT RESOLVED, that the teacher on sabbatical leave make the contribution he would normally make if teaching during that year.

C28/58 **BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund, be urged to consider including leave of absence as pensionable service, if the teacher so absent works in

the field of education while on leave of absence and makes the contribution he would normally have made if teaching.

C29/58 **BE IT RESOLVED**, that the resolution of last year's Annual General Meeting, C66/57 as amended, be further amended by deleting all the words after the word "thereupon" and inserting in their place the following words "make a progress report, at least, to the same Annual General Meeting and recommendations to the next Annual General Meeting".

C30/58 **BE IT RESOLVED**, that The Alberta Teachers' Association go on record as recognizing that the primary purpose of teachers is to provide intellectual training.

C31/58 Whereas; The Alberta Teachers' Association endorses the principle of exchange between Canadian teachers and teachers in other parts of the world, and

Whereas; teachers on exchange from the British Isles receive their salaries with a small subsidy from the British Government for travelling expenses, and Whereas; the salaries of British teachers are considerably lower than the salaries of Canadian teachers, and

Whereas; the rate of exchange is in favour of the Canadian teacher, and

Whereas; one of the prime purposes of exchange is better understanding of a country and its people, and this can be achieved only by wide travel in a country, and

Whereas; the British teachers have already suffered extreme hardship, and

Whereas; the present system tends to discourage British teachers from coming to Canada and therefore prevents many Canadian teachers from participating in exchange,

BE IT RESOLVED, that The Alberta Teachers' Association request the Canadian Education Association and the British Commonwealth League to review the situation this year with a view to working out a formula for subsidizing the British teachers' salaries while on exchange in Canada with a view to raising them to the level of their Canadian counterparts.

C34/58 **BE IT RESOLVED**, that The Alberta Teachers' Association reaffirm its opposition to any legislation that is designed to remove teachers from the terms of *The Alberta Labour Act*.

C38/58 **BE IT RESOLVED**, that the Executive Council take the necessary steps to insure that teachers in junior colleges be employed under *The Teaching Profession Act*, *The Teachers' Retirement Fund Act*, and *The Alberta Labour Act*.

C39/58 **BE IT RESOLVED**, that the Executive Council set up a schedule for all fall conventions in Alberta and make arrangements for guest speakers for these conventions.

C40/58 **BE IT RESOLVED**, that the Executive Council be instructed to ask the Department of Education to review, periodically, the limits set by Order-in-Council 2006/57 for liability insurance carried by school boards.

C41/58 **BE IT RESOLVED**, that resolution P12/57 be amended by:

(a) changing the word "one" in clause (1)(a) to the word "four", and

(b) deleting clause (8).

C42/58 **BE IT RESOLVED**, that the following resolution replace resolutions P35/51 and P36/57:

"BE IT RESOLVED, that the Department of Education be requested to:

(a) place superintendents of schools, inspectors, and di-

rectors on a schedule at least equivalent to the schedule for the principalship of the largest schools in the province, and

- (b) recommend that school boards appoint assistant superintendents."

C43/58 **BE IT RESOLVED**, that the following resolution be substituted for resolution P48/54:

"**BE IT RESOLVED**, that The Alberta Teachers' Association is opposed to a provincial salary schedule for teachers."

C44/58 **BE IT RESOLVED**, that resolution P50/54 be amended by adding at the end of the resolution the words "and that no restrictions with respect to teaching service be attached".

C45/58 **BE IT RESOLVED**, that resolution P58/57, subsection (a), be amended to read: "all dismissals of teachers, principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference", and further

BE IT RESOLVED, that a new subsection (d) be added to read: "all proposed transfers of teachers, not mutually agreed upon, be subject to appeal to either a committee of the school board and the local teachers' association, or to a neutral body where all evidence is heard under oath and subject to cross-examination".

C46/58 **BE IT RESOLVED**, that policy resolution P62/57 be amended to read:

"**BE IT RESOLVED**, that The Alberta Teachers' Association ask the Department of Education to make provision in school plans and grant regulations for the inclusion of adequate staff rooms, projection room, students' lunchroom, library, administrative offices, auditorium, and gymnasium."

C47/58 **BE IT RESOLVED**, that resolu-

tion P64/57 be deleted from Association policy.

C48/58 **BE IT RESOLVED**, that resolution S1/52 be amended by replacing the word "govern" with the word "coordinate".

C49/58 **BE IT RESOLVED**, that resolution S33/57 be amended by inserting the word "financially" following the word "teachers".

C50/58 **BE IT RESOLVED**, that all policy resolutions be amended, where necessary, due to the renumbering of sections in *The School Act* and other Acts.

C51/58 **BE IT RESOLVED**, that resolution P 9/55 be deleted from Association policy.

C52/58 **BE IT RESOLVED**, that resolution P32/55 be deleted from Association policy.

C55/58 **BE IT RESOLVED**, that section (c) of resolution P55/57 be deleted from Association policy.

C56/58 **BE IT RESOLVED**, that resolution P61/56 be deleted from Association policy.

C57/58 **BE IT RESOLVED**, that resolution P63/54 be deleted from Association policy.

C58/58 **BE IT RESOLVED**, that resolution P77/56 be deleted from Association policy.

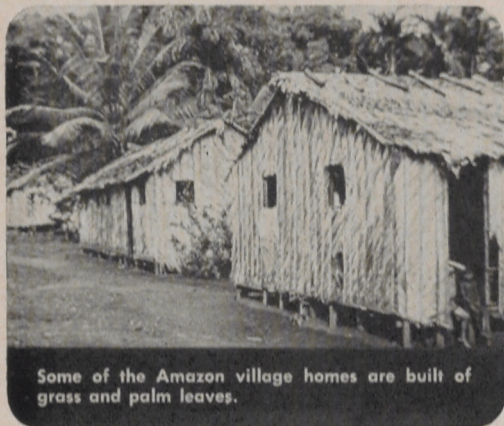
C59/58 **BE IT RESOLVED**, that resolution S 2/55 be deleted from Association policy.

C60/58 **BE IT RESOLVED**, that resolution S 3/56 be deleted from Association policy.

C61/58 **BE IT RESOLVED**, that resolution S 4/51 be deleted from Association policy.

C62/58 Whereas; under *The County Act* the county council shall have and exercise all rights, powers, privileges, duties, and functions conferred on a board of trustees of a school division by the provisions of *The School Act* in respect of school matters, and Whereas; *The School Act* makes a teacher under contract to a

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board ineligible to hold office as a trustee on such a board, and Whereas; this prevents teachers from seeking office in local government in counties,

BE IT RESOLVED, that the Government of the Province of Alberta be requested to amend its statutes in such a manner as will make it possible for teachers to seek election as county councillors.

C63/58 **BE IT RESOLVED**, that curriculum resolutions submitted to the Annual General Meeting by local associations be accompanied by a statement from the local's education committee expressing reasons for submission and, if possible, supporting data, and that such information, summarized if necessary, be recorded in the minutes of that Annual General Meeting.

C75/58 Whereas; under *The School Act* Section 185 (b), a board of a city district may make provision by by-law for effecting and maintaining group insurance, including life, sickness and accident coverage, and may contribute up to 50 percent of the premiums for same, and

Whereas; boards of school divisions or districts are not so empowered, and

Whereas; this is unfair to teachers employed by other than city boards, in that it hinders the establishment of satisfactory group insurance, including life, sickness and accident coverage,

BE IT RESOLVED, that The Alberta Teachers' Association make strong representations to the Minister of Education to have this discriminatory legislation amended to permit all school boards to contribute to such schemes.

C76/58 Whereas; the enrolment in the Faculty of Education is increasing rapidly, and

Whereas; the responsibilities of the Faculty of Education are constantly growing in the areas of graduate studies and research,

BE IT RESOLVED, that The Alberta Teachers' Association support the Faculty of Education and the Board of Teacher Education and Certification in requesting the president and Space Committee of the University of Alberta to:

(a) take immediate steps to extend the facilities of the Faculty of Education in Edmonton by the erection of a building or buildings, and

(b) locate such facilities near the Arts Building and Rutherford Library, if possible, otherwise, on the grounds adjacent to the present Education Building.

C77/58 **BE IT RESOLVED**, that The Alberta Teachers' Association urge the Government of the Province of Alberta to continue to make its grants for educational purposes directly to the school authorities responsible for the expenditure of these funds.

C78/58 **BE IT RESOLVED**, that resolution C26/57, approved at the 1957 Annual General Meeting, be deleted from Association records.

C79/58 **BE IT RESOLVED**, that this Annual General Meeting endorse an amendment to pension by-law 10 (relating to retirement between ages 55 and 60) which would delete the words, "in the discretion of the Board."

C80/58 Whereas; some teachers entering the profession are at an age which makes them ineligible to receive a pension under the present by-law, and

Whereas; such teachers receive refund of all contributions, with interest, upon retirement,

BE IT RESOLVED, that The Alberta Teachers' Association request the Board of Administra-

tors, Teachers' Retirement Fund, to amend section 7 of By-Law No. 1 to provide that such refunds be made annually.

C81/58 **BE IT RESOLVED**, that pension resolutions submitted to the Annual General Meeting by local associations be accompanied by a statement expressing reasons for submission and, if possible, supporting data.

C82/58 **BE IT RESOLVED**, that the Ex-

ecutive Council of The Alberta Teachers' Association be instructed to press for increased pension benefits by:

- (a) increasing the pensionable service to include years of teaching prior to age 30;
- (b) increasing the percentage of the annual salary from 1 $\frac{1}{2}$ to 2; and
- (c) improving death and disability benefits.

Resolutions Referred to the Executive Council by the Annual General Meeting, 1958

C 1/58 **BE IT RESOLVED**, that the Department of Education be asked to give the 40 percent discount on workbooks as is given on textbooks.

C 3/58 Whereas; it is extremely difficult for local economic committees to assemble statistical data pertinent to salaries, teacher recruitment, teacher retention, and relevant information, and

Whereas; this information is vital to continuing successful negotiations with school boards,

BE IT RESOLVED, that such data and information be assembled at head office and circulated regularly to economic committees, and further

BE IT RESOLVED, that a serious effort be made to have the bulk of each year's data available before the fifteenth of January of

the succeeding year, and further
BE IT RESOLVED, that the Executive Council hire additional help, if necessary, to implement this resolution.

C23/58 Whereas; it has been noted from the financial statement that a sizeable portion of the pension fund is in the form of unregistered bonds and securities, and Whereas; in the opinion of this group, this form of security does not give the greatest protection to our funds,

BE IT RESOLVED, that such securities and bonds be converted immediately to a safer form of investment.

C74/58 **BE IT RESOLVED**, that an electoral ballot be instituted to provide that:

- (a) ATA membership fees, according to salary earned, be

on the following bases:

- (i) less than \$3,000 per year, \$2.50 per month or \$30 per year,
 - (ii) \$3,000 to \$3,999 per year, \$3 per month or \$36 per year,
 - (iii) \$4,000 to \$4,999 per year, \$3.50 per month or \$42 per year,
 - (iv) \$5,000 to \$5,999 per year, \$4 per month or \$48 per year, and
 - (v) \$6,000 and over per year, \$4.50 per month or \$54 per year;
- (b) the amount remitted to each

local association be 75c per member per month or \$9 per year.

Suggested amendment—

RESOLVED, that clause (a) of resolution C74/58 be amended to read: "ATA membership fees be \$3.50 per teacher per month."

C83/58 **BE IT RESOLVED**, that the Annual General Meeting in 1959 be of four days' duration, with the agenda of one day to be concerned with pension resolutions, particularly those which have not been decided upon because of the need of actuarial reports.

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SCHOOL DISTRICT No. 76

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NEWS from our Locals

Benalto Sublocal

H. I. Hastings, supervisor of instruction for the Red Deer School Division, was guest speaker at the regular sublocal meeting on February 27. His talk on the subject of remedial reading and spelling was interesting and informative. Two films were also shown. Members of the Dickson-Markerville Sublocal were guests of the Benalto teachers.

Beaverlodge - Elmworth - Wembley Sublocal

At the sublocal meeting on March 19, members discussed the resolutions to be presented to the Annual General Meeting. May 23 was set as the date for the track meet. It was decided that information regarding MSI coverage should be sent to each school so that the number of teachers interested in such coverage can be determined. Jack Boddington, recreational director from Grande Prairie, was guest speaker. "Recreation is everybody's business," said Mr. Boddington, "for when man's recreational skills are inadequate, there is national decay of morale and moral values resulting from the misuse of leisure. Now that man's solution of economic problems is being rewarded with more leisure, cooperative planning becomes essential for development of the means and the incentive for constructive recreation."

Clive - Satinwood Sublocal

Twelve members attended the sublocal meeting on March 26 and discussed the advisability of standardized tests. Approval was expressed of a sports day to include all grades on May 30. President Don Bright spoke about Dewey's theories of progressive education, that all learning is based on the child's past



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experience and that he learns by doing. Teaching must progress from the known to the related unknown. Next month's meeting will discuss the problems of retarded children.

Clover Bar Sublocal

At the February sublocal meeting, the members were informed that travelling expenses and convention fees are not deductible from taxable income. A committee of Patrick Calancie, Veslof

Thomas, and Philip Uniati was put in charge of a teacher's bonspiel. Significant changes in *The Alberta Labour Act* were noted by the president.

The committee of Marie Newman, Leo Dawson, and John Takahashi, which was appointed at the February meeting, reported to the regular March meeting on the sub-local constitution. W. R. Eyres of head office informed the group that any clauses additional to those spelled out in the model constitution could be



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DRAMA: July 3 to August 13, lecture course, Professor William Angus of Queen's, instructor.

CHILDREN'S THEATRE: Margaret Shortliffe, instructor.

BALLET: July 3 to August 13, Miss Marjorie Haskins, Toronto, instructor.

For further information write:

**DEPARTMENT OF EXTENSION
QUEEN'S UNIVERSITY
Kingston, Ontario**

added if the sublocal wished. Mr. Eyres addressed the meeting concerning the purpose, by-laws, and procedure of the ATA Discipline Committee. Roland Lambert led the debate on resolutions which will be considered by the 1958 Annual General Meeting, ten of which were considered to be of major importance.

Coal Branch Local

The local held its regular meeting in the high school on March 25 with President R. Binette in the chair. The evening's business consisted of discussion of the resolutions to be presented to the Annual General Meeting, arrangements for councillors, and the salary schedule proposals.

Dickson - Markerville Sublocal

The sublocal teachers were guests of the Benalto Sublocal in February at the meeting addressed by the supervisor of instruction for the Red Deer School Division, I. H. Hastings, on the subject of remedial reading and spelling. A good attendance was reported at the music festival held on February 19 at Spruce View and arranged by the Dickson and Markerville teachers.

Mr. and Mrs. E. Rawling opened their home for the March sublocal meeting at which District Representative D. A. Prescott spoke on the organization of the Alberta Teachers' Association. A discussion period on school spirit was led by Dick Hodgkinson.

Foothills Local

President Stanley Kretz chaired the regular meeting of the Foothills Local on March 4. Mrs. N. Jensen gave a report of the work of the convention committee. Other items brought to the attention of the group were: the secretary's conference, the support of candidates seeking election to the Executive Council, liability insurance, the appointment of a press reporter, and the report of the salary policy committee.

Lesser Slave Lake Sublocal

The regular sublocal meeting was held at the Canyon Creek School on Febru-

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UNIVERSITY OF ALBERTA EVENING CREDIT PROGRAM 1958-59

TENTATIVE LIST OF CENTRES AND COURSES

EDMONTON: Accounting 1, 52; Economics 66; Education 322A, 376, 564, 572; English 2, 57; French 2; Geography 50; History 10, 62, 75; Mathematics 5; Political Science 3, 60; Sociology 40.

CALGARY: Classics 53; Education 308; English 2, 54; Mathematics 45.

CAMROSE: Philosophy 40.

HOLDEN: Art 51.

LETHBRIDGE: Contact the Junior College.

RED DEER: History 58.

VEGREVILLE: Art 61.

ANNOUNCEMENT:

Available June 1 from the Registrar,
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REGISTRATION DEADLINE:

September 10, 1958.

ary 21 with 17 teachers present. Members discussed teachers' salaries, liability insurance, the educational program, a circular from the district representative, and a high school curling bonspiel.

Spirit River Local

The regular local meeting was held at Wanham on March 21 with 25 members present. Health insurance was discussed, and members were urged to join the MSI plan so that the 75 percent enrolment required for group rates could be secured. It was decided that events in the zone track meet should parallel those of the regional meet. H. P. Hennig reported on progress in salary negotiations. It was suggested that an isolation bonus clause be included in the salary schedule. Teachers interested in attending summer school were encouraged to write to the divisional office for information on bursaries or loans available. Resolutions to the Annual General Meeting were thoroughly discussed for the information of the councillors, Mrs. M. Knox and Mrs. E. St. Jean.

Spirit River - Rycroft Sublocal

Mrs. U. Delfs presided at the sublocal meeting on March 12 in the Spirit River School. At the invitation of the sponsoring organizations, the Odd Fellows and Rebekah Lodges, the teachers heard the Spirit River contestants in the "United Nations Pilgrimage for Youth". A planned discussion on "The Case of Mickey Murphy" occupied the major portion of the meeting.

Stony Plain - Spruce Grove Sublocal

At the regular monthly meeting on March 10, the main item on the agenda was a discussion of the Teachers' Retirement Fund. A resolution was passed, for consideration by the local, urging a uniform policy throughout Canada so that teachers moving from one province to another might transfer their pension plan contributions. Another resolution urged that an effort be made to secure more benefits for teachers under thirty who are now contributing to the pension plan but whose years of service are not

counted. The name of W. Willing was proposed to the local for consideration as a councillor to the Annual General Meeting.

Strathmore Sublocal

At the sublocal meeting on March 12, the teachers discussed and made plans for the final enterprise tests for Grades III to VI. These tests being prepared by the Strathmore teachers will be given to students throughout the Wheatland School Division.

Sundre Sublocal

At the regular March meeting, members revised the school fair prize lists pertaining to school work. Some time was also spent reviewing resolutions to be presented to the Annual General Meeting. Final plans were made for the annual Sundre festival to be held in mid-March.

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A scholarship amounting to \$1,500 (\$2,100 for a married man) is being offered again this year by the DuPont Company of Canada (1958) Limited to a secondary school science teacher or a prospective secondary school science teacher.

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Letters to the Editor

To the Editor—

If inference be the mark of skill, Mr. Parry's "Smith and the Slave" is an exemplification. Mr. Parry satirizes the idea-list yet ascribes to time the realistic attribute of effect. Is he not aware that consistency is a basic requirement of any worthwhile philosophy?

At this point I would presume to emulate Mr. Parry and leave the reader in mid-air by submitting that certain schools of idealism are not germane to individuality.

Philosophically yours
N. M. GRANT
Principal
West Calgary School
Calgary

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

To the Editor—

April is the month when the people of 68 nations give millions of dollars to fight cancer through research, education, and welfare, all under the banner of the Cancer Crusade, which in this country is under the leadership of the Canadian Cancer Society.

The 1957 Cancer Crusade was the most successful yet, with \$297,743.49 raised at a campaign cost of less than 3¢ on the dollar. The Society is the only continuing source of funds for cancer research in Alberta.

Permit us to express the hope that your readers will again include this cause in their appropriation for charitable work in 1958.

Yours sincerely
E. C. WALLBRIDGE
Campaign Chairman
Edmonton Branch
Canadian Cancer Society
11328 Jasper Avenue
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CATALOGUE ON REQUEST

The Byline Beat

(Continued from Page 4)

mediocrity and will inevitably result in the disintegration of a society that ignores education of the gifted to the limit of their capacity.

James S. T. Hrabi, formerly a teacher in Lethbridge School Division and a graduate student in the Faculty of Education, contributed the piece on detention. For the teacher who wonders about the effectiveness of detention as a disciplinary measure, Hrabi's article has some answers.

Dr. Walter C. Eells contributes an interesting listing of some 41 doctoral dissertations and master's theses dealing with education in Alberta. Dr. Eells is retired in Washington, D.C. and is a part-time consultant on special assignment for the United States Office of Education.

This issue also carries the annual gallery of pictures of the Executive Council following the elections on Wednesday of the AGM.

Two important notices, regarding the ATA professional assistance program and scholarship plan, appear on pages 22 and 25 of this issue.

Also appearing in this issue is announcement of the appointment of J. D. McFetridge as executive assistant in head office of the Association. Because Mr. McFetridge will be resigning as district representative for Central Eastern Alberta, a by-election is being called in that district.

All teachers are urged to cooperate in completing the questionnaire which has been sent out by the Cameron Royal Commission; see the notice on page 38.

And now it's '30'.

FJCS

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Teachers Awarded Life Memberships, 1957

Name	District, Division or County	Address	Years of Service in Alberta
William Allan Adair	Grande Prairie Co. 1	Grande Prairie	20
*Edward Maxwell Beckwith	Edmonton S.D. 7	Edmonton	39
Arthur Birkett	Lac Ste. Anne S.D. 11	Onoway	20
James Burns	Clover Bar S.D. 13	Glasgow, Scotland	29
Margaret Isabel Cameron	Castor S.D. 27	Orillia, Ontario	34
Evelyn Carson	Calgary S.D. 19	Calgary	40
*Claude Everett Cavett	Grande Prairie Co. 1	Grande Prairie	35
Ruth Cherry	Calgary S.D. 19	Calgary	33
Robert Kennedy Colter	Edmonton S.D. 7	Crawford Bay, B.C.	35
John Bramwell Copeland	Calgary S.D. 19	Calgary	35
Gertrude Cornell	Edmonton S.D. 7	Edmonton	29
Dora Evelyn Edwards	Vulcan Co. 2	Red Deer	31
Inez Viola Ferguson	Calgary S.D. 19	Calgary	29
Ford Everett Graham	Calgary S.D. 19	Calgary	40
Benjamin Hager	Edmonton S.D. 7	Edmonton	35
Robert Walter Harrison	Medicine Hat S.D. 76	Medicine Hat	32
Mary Winnifred Henderson	Medicine Hat S.D. 76	Medicine Hat	41
Hugh William Horne	Medicine Hat S.D. 4	Little Plume	29
Eva Osyth Howard	Edmonton S.D. 7	Edmonton	43
Robert John Hughes	Coal Branch S.D. 58	Creston, B.C.	34
Della Kippan	Coal Branch S.D. 58	Winnipeg, Man.	24
Flora Grace MacKinnon	Calgary S.D. 19	Calgary	42
Ruth McMillan	Calgary S.D. 19	Calgary	37
Verna Viola Milburn	Calgary S.D. 19	North Surrey, B.C.	39
Arthur Ost Millions	Edmonton S.D. 7	Royal Oak, B.C.	36
*Everett Boyd Ooley	Edmonton S.D. 7	Edmonton	31
Kathleen Mary Ramsey	Calgary S.D. 19	Vancouver, B.C.	37
*Harry Howard Robinson	Edmonton S.D. 7	Edmonton	24
Maurice Rookwood	Edmonton S.D. 7	Edmonton	37
Kathleen Agnes Roy	Lethbridge Separate S.D. 9	Lethbridge	32
Hortense Blackmore Scott	Camrose S.D. 20	Bashaw	28
Thomas Sheridan	Ponoka Co. 3	Alder Flats	39
Samuel Fred Woloshyn	Vegreville S.D. 19	Innisfree	25
Sister Marie of St. Theresa of d'Avila (Yvonne Villeneuve)	Spirit River S.D. 47	Montreal, Quebec	27

* Awarded posthumously

Secretary's Diary

Secretary-treasurers of locals meet

The secretary-treasurers of local associations of the Alberta Teachers' Association met with the executive officers of the Association in Edmonton on Saturday, March 22. Forty-five out of 68 locals were represented. The agenda was as follows: duties and responsibilities of secretary-treasurers, ways of dealing with AGM resolutions and reports, communications between local associations and head office, local report forms, local constitutions, how to keep local records and filing systems, ATA policy resolutions, dismissals and transfer grievance cases.

A recommendation was made to the Executive Council that another meeting of secretary-treasurers be held in 1959.

Annual General Meeting, 1958

The forty-first Annual General Meeting of the Alberta Teachers' Association was held in the Palliser Hotel, Calgary, April 7, 8, and 9. Two hundred and eighteen councillors attended the meeting which considered 83 resolutions, 21 reports, and 4 electoral ballots. Among the resolutions of special interest were C45/58 dealing with security of tenure for teachers, principals, and vice-principals; resolution C82/58 dealing with increased pension benefits; resolution C74/58 calling for increased fees; and C75/58 dealing with school board contributions to group insurance schemes. The final report of the Executive Council committee on the Blackstock Commission report was received and adopted.

Canadian Labour Congress Convention

A. D. G. Yates and F. J. C. Seymour attended the Canadian Labour Congress Convention in Winnipeg on April 21, 22, and 23 as observers.

Royal Commission on Education

The Cameron Commission began its hearings in Edmonton on April 21 and during the first week received 70 briefs. The Alberta Teachers' Association brief was presented on April 28, 29, and 30. Copies of the Association's brief have been mailed to secretaries of local associations.

Executive Council meetings

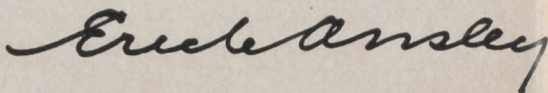
The pre-AGM meeting of the Executive Council was held in the Palliser Hotel in Calgary on April 5 to review the resolutions and reports to be submitted to the Annual General Meeting.

The post-AGM meeting was held in Edmonton on April 18 and 19. At this meeting, J. D. McFetridge of Castor, representative on the Executive Council for Central Eastern Alberta, was appointed as executive assistant. Mr. McFetridge's duties will begin in August.

Other items of business included the approval of the terms of reference for the Alberta Teachers' Association Investigating Committee, which is charged with giving teachers some degree of protection in cases of alleged unfair termination of designation as principal or vice-principal and in cases of transfer.

In order to provide additional office space, the Executive Council decided to take over the second floor of Barnett House. It was also decided to construct a parking area at the rear of the building.

The Alberta Teachers' Association brief to the Royal Commission on Education was presented to the Executive Council, but because only a few copies were available at the time of the meeting, no detailed discussion of the brief was possible.



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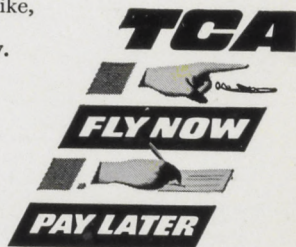
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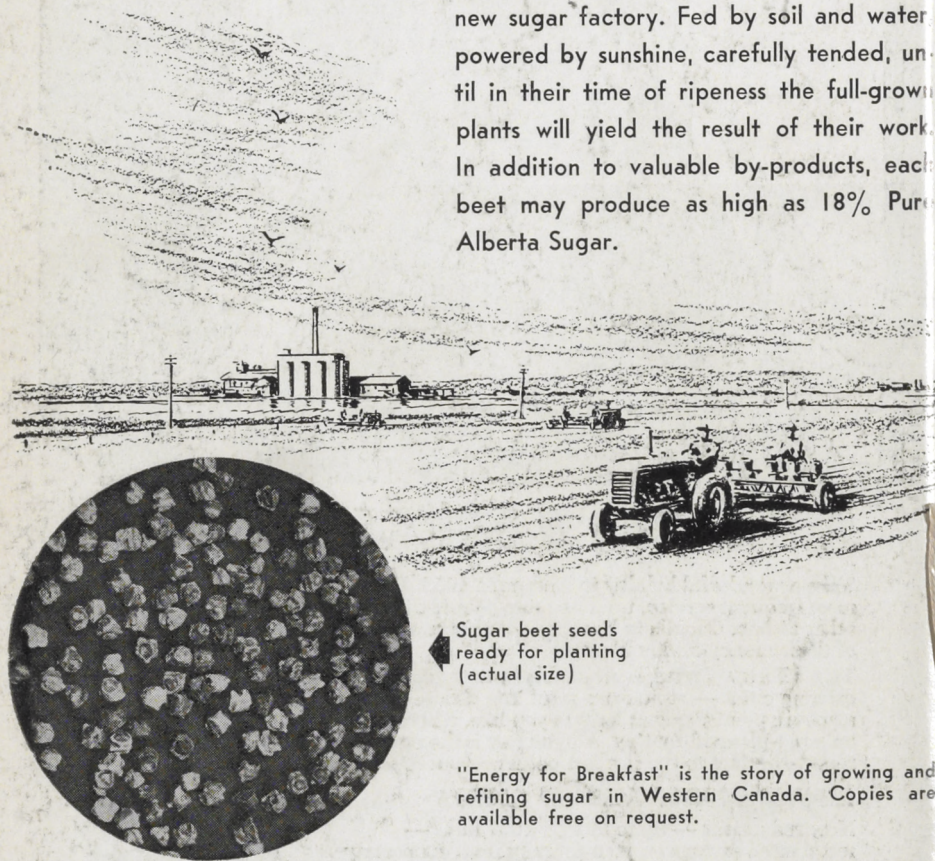
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